



# GRADE 2 LITERACY: TCRWP NONFICTION READING AND INFORMATIONAL WRITING

## OVERVIEW

This packet contains two units designed to support students' journey towards proficiency in writing and reading of informational texts about a subject which they have studied. The task included in the units asks each student to write an informational text about a subject on which he or she has already developed expertise (but continues to research and read about more in preparation for this writing).

## TASK DETAILS

**Task Name:** TCRWP Nonfiction Reading and Informational Writing Performance Assessment

**Grade:** 2

**Subject:** Literacy

**Task Description:** Students will ask and answer such questions as who, what, where, and how to demonstrate understanding of key details in a text. Students will also write informative texts.

**Standards Assessed:**

**RI.2.1:** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

**RI.2.10:** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**W.2.2:** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**Materials Needed:** See Task Administration Details for a complete list of materials.

*Big Babies Little Babies* by Lorrie Mack and Penny Smith

*Wolves* by Seymour Simon

*Amazing Arctic Animals* by Jackie Glassman



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The task and instructional supports in the following pages are designed to help educators understand and implement tasks that are embedded in Common Core-aligned curricula. While the focus for the 2011-2012 Instructional Expectations is on engaging students in Common Core-aligned culminating tasks, it is imperative that the tasks are embedded in units of study that are also aligned to the new standards. Rather than asking teachers introduce a task into the semester without context, this work is intended to encourage analysis of student and teacher work to understand what alignment looks like. We have learned through the 2010-2011 Common Core pilots that beginning with rigorous assessments drives significant shifts in curriculum and pedagogy. Universal Design for Learning (UDL) support is included to ensure multiple entry points for all learners, including students with disabilities and English language learners.

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# Literacy

Acknowledgements: The Teachers College Reading and Writing Project donated their time and expertise towards the development of these Performance Assessments and the accompanying units of study. Lucy Calkins and Amanda Hartman led the curriculum work. The units attached to the Performance Assessments are part of a larger curriculum that is available to any school (visit [www.readingandwritingproject.com](http://www.readingandwritingproject.com) for more information). Alison Porcelli and Lindsay Mann led the performance assessment work. Their effort relied on a think tank comprising teachers from PS 277 in the Bronx, PS 18 in Manhattan, PS 503 and PS 29 in Brooklyn and PS 199, PS 163 and PS 317 in Queens.



# GRADE 2 LITERACY: TCRWP NONFICTION READING AND INFORMATIONAL WRITING PERFORMANCE TASK ADMINISTRATION DETAILS

## Grade 2 Literacy: Nonfiction Reading and Informational Writing

### **Task Administration Details: Materials Needed and Guidelines for Administration**

#### ***Materials Needed***

- Video links:
  - <http://video.nationalgeographic.com/video/player/kids/animals-pets-kids/birds-kids/penguin-emperor-parenting-kids.html>
  - <http://video.nationalgeographic.com/video/player/kids/animals-pets-kids/reptiles-kids/alligator-hatchlings-kids.html>
  - Projector for playing video links
- Excerpts from *Big Babies Little Babies* by Lorrie Mack and Penny Smith (pp 22-23, pp 42-43)
- Excerpt from *Wolves* by Seymour Simon (p. 18, Beginning with “Wolves live in packs...”)
- Excerpt from *Amazing Arctic Animals* by Jackie Glassman (pp 28-35)
- Guidelines for administration
- Student directions
- Booklets for student responses
- Sample chart for writing prompt

#### ***Guidelines for Task Administration – Teacher Directions***

**Administration guidelines:** This assessment will probably take four periods – which might go over two to four days depending on how much time you can allocate each day and on your students’ stamina. The children will have the opportunity to watch, listen to, and read four texts, including a video, two read aloud texts that are above grade level (N-0-P), and a text they’ll read independently that is at grade-level complexity for mid-way through second grade (L).

#### **Day 1**

In the first session, you will immerse students in the topic through read aloud and video. Students will not need to take notes on this day. You will revisit these texts later in the assessment. The goal for now is to create excitement for the upcoming work and to help students to familiarize themselves with some of the content they will be asked to study. First, you will read excerpts from the text *Big Babies Little Babies*. Then, you will play the video about penguins. Finally, you will read an excerpt from *Wolves* by Seymour Simon. As you read aloud, you do not need to scaffold student understanding by discussing the text. However, do read aloud with expression, pausing at important points and pointing to pictures to support student understanding.

#### **Day 2**

**Task 1:** Approximately 10-15 minutes

## Grade 2 Literacy: Nonfiction Reading and Informational Writing

The first task will be to show students the penguin video for the second time. As you show the video, invite students to take notes in whatever manner they prefer (jot, sketch, etc.) on the last page of the booklet for student responses. Before showing the videos, ask students to come to the meeting area and distribute to each one a clipboard, a booklet for student responses, and a pencil.

After showing the video, ask students to respond to the prompt on page two of the booklet.

Allow students five minutes to complete this task. If most of the students need additional time, you can give them a few extra minutes.

### **Task 2:** Approximately 10-15 minutes

Next, you will ask students to independently read and respond to the chapter entitled “By Sea” in *Amazing Arctic Animals*. Note that although the task is planned to take place on the same day as the above video task, you may administer it on the following day, depending on time and student stamina. After reading the chapter, ask students to respond to the prompt on page three.

Allow students five minutes to complete this task. If most of the students need additional time, you can give them a few extra minutes.

## **Day 3**

### **Task 3:** Approximately 15 minutes

For the next task, you will read-aloud pages 22-23 and 42-43 from the text *Big Babies Little Babies*. Students will pause at several points and write responses to questions about the text. You will have read aloud these pages to students previously, without asking them to stop and jot or otherwise supporting their understanding. During this reading of the text, students will record their responses as they listen on page four of the booklet for student responses in the boxes provided. Before reading aloud, distribute clipboards, student booklets, and pencils so that students can record their responses in the meeting area.

As you read aloud, you will stop at several points, asking students to record their thinking in response to the questions as outlined in the student directions. First, stop after page 23, prompting students to record their responses in box one. Then, resume reading and stop after page 43, asking students to record their responses in box two. Then, resume reading and stop at the end of the section, asking students to record their responses in box three. Each time, you’ll give them time to answer the question and then push them to elaborate by saying, “How do you know? Give some examples.”

Allow students three minutes to complete to complete each question. If most of the students need additional time, you can give them a few extra minutes.

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### Task 4: Approximately 5-10 minutes

The next task, which will probably take place in the same sitting as the previous one, is a read-aloud of several pages from *Wolves* by Seymour Simon. This text, too, should be read once to the students as a preview before they are asked to write a response. After students hear the text for the second time, they will compare and contrast it with *Big Babies Little Babies* and jot their answer in the fourth box on their papers.

### Day 4

### Task 5: Approximately 5 minutes

Show students the alligator video. If students ask to take notes on what they are learning, they may use the last page in the booklet for student work. However, a written response is not required for this task.

### Task 6: Approximately 50 minutes

The final task is an assessment of student writing. Students will go back to their seats and write independently using the booklets provided. Before you begin, create a chart listing possible parts of an information book as shown below. Additionally, prepare a selection of paper choices for students to use as they create their books. Place these in an area where they are accessible to students and students can make choices about which paper to use.

Additionally, allow students to use source material to complete their books. Students may use all of the writing they did in the booklet for student responses as well as the texts that you read aloud and the text they read independently as they write.

### Sample Chart:

<i>Information books might include...</i>	
-	a table of contents
-	an introduction
-	chapters
-	facts
-	definitions of hard words
-	pictures

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- |  |
|--|
| <ul style="list-style-type: none"><li>- features (diagrams, headings, captions)</li><li>- a conclusion</li></ul> |
|--|

**Adaptations to the administration of this assessment:** You may need to adapt some of these tasks to fit the needs of students in your class. For students who would benefit from more time, you may decide to administer the assessment in small groups. If you have students who will have difficulty with the writing component of these tasks, you may choose to meet with them individually to read aloud the texts and have them dictate their responses to you as you record them on the answer sheet. Alternately, you might encourage some of these students to work together with the class but to sketch their answers, and then you will meet with them afterwards to ask what their sketch means and transcribe what they say. You may wish to ask for parents or paraprofessionals to assist in taking dictation from these students.

### **Possible uses of the task:**

This task is intended as a formative and summative assessment to be administered before and after a unit of study on informational reading and writing. The initial administration of the assessment is designed to provide valuable information to guide teachers' planning for the unit. At the end of the unit, teachers can use the same assessment to assess student learning as a result of the instruction in the unit. Administering the assessment twice not only allows for rich understanding of student growth, it also provides a way to control for accuracy and reliability. Because the materials used in both administrations of the assessment are the same, it is important that both the texts and written responses from the initial administration are not discussed with students before the second administration.

### ***Guidelines for Task Administration- Student Directions***

The directions below provide language that teachers can use with students to administer the task on each day of the assessment.

#### **Day 1**

##### **Introduction:**

*We're going to spend a few days learning about animal families. We will read books, watch videos, hear some read alouds, and take notes on all we are learning. At the end of it all, you'll have the chance to teach others by making an information book about the parts you know the best.*

*Let's read some chapters from Big Babies Little Babies to see what we can learn.*

*Now, let's watch this video about penguins to see what more we can learn about animal families.*



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*Finally, let's read a part from *Wolves* to find out more about animal families.*

### **Day 2**

#### ***Before watching the video:***

*We are going to watch the video about penguins again. This time, you might want to write or sketch some notes on the last page in your booklet to help you to remember what you learned. As you are watching, think about the key details you are learning. The key details are the most important parts. You'll want to think: Who or what is this about? Where are they? What do they do? How do they do it? Why do they do it? [Note to teacher: These questions should be charted.] Afterward, you're going to be doing some writing about what you learned.*

#### ***After watching the video:***

*Now, you are going to have an opportunity to write about the key details you just learned. Turn to page two in your packet and answer question A: What is this video about? Think about the most important things you just learned. You can ask yourself questions to help you. For example, you might ask: Who or what is this about? Where are they? What do they do? How do they do it? Why do they do it? [Note to teacher: Write the questions on a chart for the students to refer to.] Be sure to write down all of the important details you remember from the video. Later, you will use what you write to help you write your information book.*

#### ***Before independently reading the chapter called "By Sea" in *Amazing Arctic Animals*:***

*Now that you have listened to and learned some information about animals and how they survive and protect themselves and one another, I am going to give you a chapter from the book *Amazing Arctic Animals* to read. As you are reading, think about the key details you are learning. Remember, the key details are the most important parts. You'll want to think: Who or what is this about? Where are they? What do they do? How do they do it? Why do they do it? Afterward, you're going to be jotting down notes.*

#### ***After independently reading the "By Sea" chapter of *Amazing Arctic Animals*:***

*Now, you are going to have an opportunity to write about the key details you just learned. Turn to page 3 and answer question B: Think about the most important things you just learned. You can ask yourself questions to help you. For example, you might ask: Who or what is this about? Where are they? What do they do? How do they do it? Why do they do it? [Note to teacher: Write the questions on a chart for the students to refer to.] Be sure to write down all of the important details you remember from the chapter. Later, you will use what you write to help you write your information book.*

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### Day 3

#### ***Before reading aloud Big Babies Little Babies:***

*I am going to re-read you some parts of a book called Big Babies Little Babies by Lorrie Mack and Penny Smith. This text is about different kinds of animal families. During this re-read I will stop to ask you about the main topic and key details of each chapter and how these ideas are connected. In other words, I'll ask you what each chapter is mostly about and then you'll think about how some of the ideas in each chapter are the same. I will also ask you a few questions once I finish the text.*

#### ***During/after read-aloud of Big Babies Little Babies:***

**Note:** Allow students to refer to the illustrations as they answer.

- **After reading pp. 22–23:** Turn to page four in your packet and get ready to write in box number one. What is the main topic of this chapter? In other words, what is this part mostly about? How do you know? You can also give some examples. Write your answer in box one.
- **After reading pp. 42–43:** Think about the main topic of the chapter about hyenas and now the chapter about elephants. How are these ideas about animals and their families the same? How do you know? You can also give some examples. Write your answer in box two.
- **At the end of the book:** What is the main purpose of this book? In other words, what do the authors want us to think and/or understand about animals? How do you know? You can also give some examples. Write your answer in box three.

#### ***Before read-aloud of Wolves excerpt:***

I am going to re-read you the part of the book called *Wolves* by Seymour Simon. After this re-read, I will ask you a question asking you to compare and contrast important information from this text and *Big Babies Little Babies*. In other words, you will think about what important information is the same and different in each of these texts. The part I am going to read you tells about wolf families. There are some important words you will need to know about wolves. Use the context clues in the text to determine their meaning.

#### ***After read-aloud of Wolves excerpt:***

*[Note: Allow students to refer to illustrations from both texts as they answer.]*

*Now, you are going to compare and contrast the important information from this text and Big Babies Little Babies. In other words, think about what important information is the same. Then, think about what important information is different in each of these texts. How do you know? You can also give some examples. Write your answer in box four.*

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### Day 4

#### ***Before showing the alligator video clip:***

*We've been learning a lot about animal and their families over the past few days. Today, we are going to watch a video about alligators and how they care for their young. Watch carefully and think about all you are learning.*

#### ***Before students write the information book:***

*We can write information books that teach others all about what we know. You may have written information books about things from your life. You may have even written information books about what you were learning in science.*

*We have been learning about how parents take care of their babies and how animal families live together. I'm sure there were things you already knew about families and now that we've read some books and watched a couple videos together you've learned some new things too. Today you're going to write an information book using what you've learned and what you already know about animal families. For example, you might want to teach someone else how animals care for their babies. What else do we know about animal families that we could write a lot about?*

*[Note: Allow students to brainstorm possible topics and record these on a chart (ie, Animal Babies, Arctic Animals, Hyenas, Elephants).]*

*Look at our chart and ask yourself, "Which of these topics do I know the most about, from my own life and from the books we read? Think about which of these topics you could write an information book about so that you can teach others all about what you know. You need to include at least some information that you have learned from the texts we have looked at together [Note: Hold up Big Babies Little Babies, Wolves and Amazing Arctic Animals to remind students that the texts are available for them to refer back to as they write.]*

*I'm going to give you some paper so that you can make your own information book about one of these topics. You can start with a five-page booklet, but there will be more paper and different kinds of paper for you to also use. Remember to use all that you already know about writing information books. Here's a chart with some of those things. In an information book, there is usually a table of contents, an introduction to the topic and information separated into chapters. In each chapter, there are some facts and maybe even some definitions of hard words about the topic. That is, if you write a hard word, you might want to explain to your reader what the word means. You can use pictures and other nonfiction text features to help teach your reader.*

*When you get your booklet, think about how you want your information book to go—what will your chapters be, what will you teach in each chapter, how will you teach it, what pictures or features will you use? What ideas might you include from the texts we read? Don't forget your conclusion!*



# GRADE 2 LITERACY: NONFICTION READING AND INFORMATIONAL WRITING UNIVERSAL DESIGN FOR LEARNING (UDL) PRINCIPLES

**TCRWP Nonfiction Reading and Informational Writing 2<sup>nd</sup> Grade**  
**Common Core Learning Standards/  
Universal Design for Learning**

The goal of using Common Core Learning Standards (CCLS) is to provide the highest academic standards to all of our students. Universal Design for Learning (UDL) is a set of principles that provides teachers with a structure to develop their instruction to meet the needs of a diversity of learners. UDL is a research-based framework that suggests each student learns in a unique manner. A one-size-fits-all approach is not effective to meet the diverse range of learners in our schools. By creating options for how instruction is presented, how students express their ideas, and how teachers can engage students in their learning, instruction can be customized and adjusted to meet individual student needs. In this manner, we can support our students to succeed in the CCLS.

Below are some ideas of how this Common Core Task is aligned with the three principles of UDL; providing options in representation, action/expression, and engagement. As UDL calls for multiple options, the possible list is endless. Please use this as a starting point. Think about your own group of students and assess whether these are options you can use.

**REPRESENTATION:** *The “what” of learning.* How does the task present information and content in different ways? How students gather facts and categorize what they see, hear, and read. How are they identifying letters, words, or an author's style?

*In this task, teachers can...*

- ✓ **Pre-teach critical prerequisite concepts through demonstration or models by** building and activating background knowledge to find out what students already know about nonfiction texts and informational writing.

**ACTION/EXPRESSION:** *The “how” of learning.* How does the task differentiate the ways that students can express what they know? How do they plan and perform tasks? How do students organize and express their ideas?

*In this task, teachers can...*

- ✓ **Provide differentiated feedback to student writing by** using sticky notes, student conferencing groups, and/or student work created on Google Documents for personalized and immediate feedback on various literary stages of their information book.

**ENGAGEMENT:** *The “why” of learning.* How does the task stimulate interest and motivation for learning? How do students get engaged? How are they challenged, excited, or interested?

*In this task, teachers can...*

- ✓ **Encourage and support opportunities for peer interactions and support by** having students create, read and illustrate a shared informational text.

Visit <http://schools.nyc.gov/Academics/CommonCoreLibrary/default.htm> to learn more information about UDL.



# GRADE 2 LITERACY: TCRWP NONFICTION READING AND INFORMATIONAL WRITING RUBRICS

## Grade 2 Literacy: TCRWP Informational Reading and Writing Rubrics

2 <sup>nd</sup> Grade Reading Rubric	Level 1- Novice	Level 2- Intermediate	Level 3- Proficient	Level 4- Above Proficient
<b>Recounts Key Details</b> Student responds to video as text- <i>Reading Assessment</i>  <b>R.I. Standard 2.1:</b> Students ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	When asked to recount the important things learned from a given text, the reader makes a statement (or statements) that cannot be supported by the text and/or copies information directly from the text.	When asked to recount the important things learned from a given text, the reader mentions only isolated details, leaving out big parts of the text. He or she might also incorporate facts that cannot be supported by the text, perhaps drawing on prior knowledge. He or she might also synthesize and consolidate information, without referring to specifics from the text.	When asked to recount the important things learned from a given text, the reader identifies and names the important details across all parts of the text, such as the who, what, where, when, why and/or how when appropriate.	When asked to recount the important things learned from a given text, the reader synthesizes and consolidates, rather than simply listing key details, producing a more comprehensive and idea-based account. The reader will support this account with key details from the text.
<b>Recounts Key Details-Grade Level Text</b> Student responds to grade level text- <i>Reading Assessment</i>  <b>R.I. Standard 2.1:</b> Students ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  <b>R.I. Standard 2.10:</b>	When asked to recount the important things learned from a grade level complex text, the reader makes a statement (or statements) that cannot be supported by the text and/or copies information directly from the text.	When asked to recount the important things learned from a grade level complex text, the reader mentions only isolated details, leaving out big parts of the text. He or she might also incorporate facts that cannot be supported by the text, perhaps drawing on prior knowledge. He or she might also	When asked to recount the important things learned from a grade level complex text, the reader identifies and names the important details across all parts of the text, such as the who, what, where, when, why and/or how when appropriate.	When asked to recount the important things learned from a given text, the reader synthesizes and consolidates, rather than simply listing key details, producing a more comprehensive and idea-based account.

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By the end of year, read and comprehend informational texts in the grades 2–3 text complexity band proficiently.		synthesize and consolidate information, without referring to specifics from the text.		
<b>Cites Key Details</b> Student responds to all texts in Information Book: <i>Writing Assessment</i>  <b>R.I. Standard 2.1:</b> Students ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	When asked to include information from a given text in his or her writing, the student writes a statement (or statements) that cannot be supported by the text.	When asked to include information from a given text in his or her writing, the student includes an isolated and often trivial fact from the text and/or refers to the general topic of the text.	When asked to include information from a given text in his or her writing, the student selects and includes some details. The information may tell who, what, where, when, why and/or how when appropriate.	When asked to include some information from a given text, the reader identifies and names important details from the text that support an idea or concept related to the topic.
<b>Identifies Main Topic</b> Student responds to read aloud text- <i>Reading Assessment</i>  <b>R.I. Standard 2.2:</b> Students identify the main topic of specific paragraphs within a text.	When asked to identify the main topic of a given text (or section of a text), the reader provides no topic, provides a topic unrelated to the text, or gives misinformation.	When asked to identify the main topic of a given text (or section of a text), the reader names the general topic, typically in a word or two without further elaboration. If the reader does elaborate, he or she names a part of the topic that comes from a single section of the text without synthesizing information across paragraphs/parts.	When asked to identify the main topic of a given text (or section of a text), the reader identifies the main topic of the text and elaborates by naming important parts of the topic covered in the text. The reader shows evidence of synthesizing information across paragraphs/parts.	When asked to identify the main topic of a given text (or section of a text), the reader determines the main idea of the text and synthesizes information across paragraphs/parts. He or she supports the main idea with key details from the text.



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<p><b>Makes Connections Within a Text</b> Student responds to read aloud text- <i>Reading Assessment.</i></p> <p><b>R.I. Standard 2.3:</b> Students describe the connection between scientific ideas or concepts in a text.</p>	<p>When asked to compare two sections from a given text, the reader describes a connection that draws upon prior knowledge rather than specific information stated in the text, if he or she is able to name a connection at all. Alternately the reader may name an isolated fact from one part of the text without connecting it to another part of the text.</p>	<p>When asked to compare two sections from a given text, the reader describes a connection that relates to a subsection of the text, rather than a connection related to the main topics. He or she may refer to a fact or small part that is the same across both parts of the text, while also including irrelevant facts unrelated to the connection.</p>	<p>When asked to compare two sections from a given text, the reader synthesizes the main topic from one part of the text to another, and describes how the two parts are the same. He or she names specific facts from the text to support the connection.</p>	<p>When asked to compare two sections from a given text, the reader crystallizes the overarching idea(s) across two parts of the text. He or she provides evidence from the text or reasons to support overarching ideas.</p>
<p><b>Determines Authorial Purpose/Intent</b> Student responds to read aloud text- <i>Reading Assessment</i></p> <p><b>R.I. Standard 2.6:</b> Students identify the</p>	<p>When asked to think about the reason an author wrote a text, the reader makes a general statement of the author's intent that could apply to any text. Or the</p>	<p>When asked to think about the reason an author wrote a text, the reader names a reason based on an idea or topic from one part of the text, rather than</p>	<p>When asked to think about the reason an author wrote a text, the reader names a reason based on the main idea of the text and supported by evidence from the</p>	<p>When asked to think about the reason an author wrote a text, the reader crystallizes the overarching idea(s) that the author wants to explain, which may not be stated explicitly</p>

## Grade 2 Literacy: TCRWP Informational Reading and Writing Rubrics

main purpose of a text, including what the author wants to explain.	reader is unable to state a possible purpose.	synthesizing the whole text. This reason may come from his/her point of view as a reader, with no evidence from the text.	text.	in the text itself.
<b>Compares/Contrasts Two Texts</b> Student responds to read aloud text- <i>Reading Assessment</i>  <b>R.I. Standard 2.9:</b> Students compare and contrast the most important points presented by two texts on the same topic.	When asked to compare and contrast two texts, the reader states a superficial similarity or difference that could be applied to any text or the reader names an isolated fact or main topic from one text without comparing or contrasting it to the other text.	When asked to compare and contrast two texts, the reader identifies a broad similarity and/or difference between the main topics of two texts. He or she identifies a similarity and/or a difference about isolated facts between two texts.	When asked to compare and contrast two texts, the reader identifies at least one similarity and difference about the main topic between two texts.	When asked to compare and contrast two texts, the reader identifies a similarity and a difference about the main idea between two texts. The reader also provides examples from the text to support his/her answer.

### Scoring Guide:

In each row, circle the descriptor in the column that matches the student work. Total the number of points according to the guidelines below. Use the provided table to score each student on scale from 0 – 4.

For each response in column one, students receive one point.

For each response in column two, students receive two points.

For each response in column three, students receive three points.

For each response in column four, students receive four points.

### Scoring Table:

Number of Points	Scaled Score
No response	0
1–10 points	1

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11-17 points	2
18-24 points	3
25-28 points	4

2 <sup>nd</sup> Grade Writing Rubric	Level 1- Novice	Level 2- Intermediate	Level 3- Proficient	Level 4- Above Proficient
<b>Structure- Focus/Genre</b>  <b>W. Standard 2.2:</b> Students write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	When asked to write an informational text that teaches people important information and ideas about a topic, the writer writes an opinion and/or story in an attempt to write factual information. The information given is likely to be tangentially related to the topic.	When asked to write an informational text that teaches people important information and ideas about a topic, the writer chooses a topic he or she knows about and includes some information about the topic. Most of the information is related to the topic although the writer may include a narrative statement in the piece as if it is a fact.	When asked to write an informational text that teaches people important information and ideas about a topic, the writer chooses a topic in which he or she has some knowledge and provides important and/or interesting information to support that topic.	When asked to write an informational text that teaches people important information and ideas about a topic, the writer provides main points that not only support the topic but also begin to raise an idea or concept about the topic.

## Grade 2 Literacy: TCRWP Informational Reading and Writing Rubrics

<b>Structure—Organizes Information</b>	<p>The writer provides information, although he or she does not categorize the information into subtopics.</p>	<p>The writer gestures toward dividing his or her larger topic into subtopics, however the subtopics are too narrow to hold up as entire categories.</p>	<p>The writer divides his or her larger topic into subtopics. Each subtopic is addressed in a different section of the text. Most (or all) of the information within each section relates to the subtopic.</p>	<p>The writer categorizes information into subtopics that not only include related information about the topic, but also ideas or concepts.</p>
<b>Structure—Introduction/Conclusion</b>  <b>W. Standard 2.2:</b> Students write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<p>The writer does not name the topic he or she is writing about, and/or ends abruptly without providing a conclusion.</p>	<p>The writer names the topic that he or she is writing about and/or provides a general concluding statement that could apply to any topic, rather than relating to the specific topic.</p>	<p>The writer includes an introduction to the topic and provides a concluding statement or section that fits with the topic or at least some of the information.</p>	<p>The writer includes an introduction to the topic which provides a preview of the main points. He or she also includes a concluding statement or section, restating and/or building on the topic and main points.</p>
<b>Elaboration-Development</b>  <b>W. Standard 2.2:</b> Students write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	<p>The writer includes a sparse collection of information drawn primarily from personal experiences to develop his or her topic.</p>	<p>The writer develops his or her topic with examples, feelings and or facts drawn primarily from personal experiences.</p>	<p>The writer develops his or her topic with examples, feelings and facts as well as definitions. This information is drawn from at least one outside source that relates to the topic.</p>	<p>The writer develops his or her topic with facts, definitions and other details to convey ideas and concepts. This information is drawn from at least one outside source that relates to the topic.</p>
<b>Elaboration-</b>	<p>The writer may</p>	<p>The writer includes a</p>	<p>The writer includes</p>	<p>The writer includes</p>

## Grade 2 Literacy: TCRWP Informational Reading and Writing Rubrics

<b>Text Features</b>	attempt to include an informational text feature or features. It is apt to include misinformation and/or does not appear to be scientific.	feature or features of informational texts such as pictures, charts, diagrams and specialized vocabulary that begins to show evidence that the writer is attempting to create a scientific piece.	features of informational texts such as pictures, charts, diagrams and specialized vocabulary to create a piece of writing that appears scholarly, scientific, or technical, even when the information stated is flawed or over-generalized.	features of informational texts such as pictures, charts, diagrams and specialized vocabulary to create a piece of writing that appears scholarly, scientific, or technical. The features are deliberately placed in an effort to further the intent of the piece.
<b>Craft-Consideration of Audience</b>	The writer shows little consideration for his or her audience, if any. The writer includes 'stuff' about a topic usually based on anything that comes to mind.	The writer shows an awareness that writers will read and learn from the text. The writer approximates a teaching tone in his or her writing, perhaps even attempting to match the tone or voice used by a published nonfiction text or an adult.	The writer shows an awareness that writers will read and learn from the text. The writer includes a conversational or teaching tone in an attempt to engage the reader using comments or quips about facts, and at times addressing the reader directly.	The writer shows an awareness that writers will read and learn from the text. The writer includes a conversational or teaching tone in an attempt to relate to the reader. The writer includes details, action words, or direct-address to the reader in an effort to balance being informative and lively at the same time.

### **Scoring Guide:**

In each row, circle the descriptor in the column that matches the student work. Total the number of points according to the guidelines below. Use the provided table to score each student on scale from 0 – 4.

For each response in column one, students receive one point.

For each response in column two, students receive two points.

For each response in column three, students receive three points.

For each response in column four, students receive four points.

### **Scoring Table:**

## Grade 2 Literacy: TCRWP Informational Reading and Writing Rubrics

<b>Number of Points</b>	<b>Scaled Score</b>
No response	0
1-8 points	1
9-14 points	2
15-20 points	3
21-24 points	4



## GRADE 2 LITERACY: TCRWP NONFICTION READING AND INFORMATIONAL WRITING ANNOTATED STUDENT WORK

The annotated student work includes student samples for both reading and writing. The reading responses, annotated and aligned to the TCRWP 2nd Grade Common Core Curriculum Informational Reading Rubric, were included because important information was gathered from both the reading responses and the writing sample. Assessing a student's reading comprehension using evidence from their Information Book does not provide enough information about the student as both a reader and writer of nonfiction.

The writing samples are organized according to performance level. The reading samples are organized according to each skill assessed in the reading assessment.

**TCRWP Informational Writing Performance Assessment**  
**Annotated Student Work**  
**Student A**

Writing Scaled Score—Level 4 (Above Proficient)

2<sup>nd</sup> Grade Information Writing Sample  
'All About Seals! A Seal's Life!'

All About  
Seals!  
A Seal's Life!



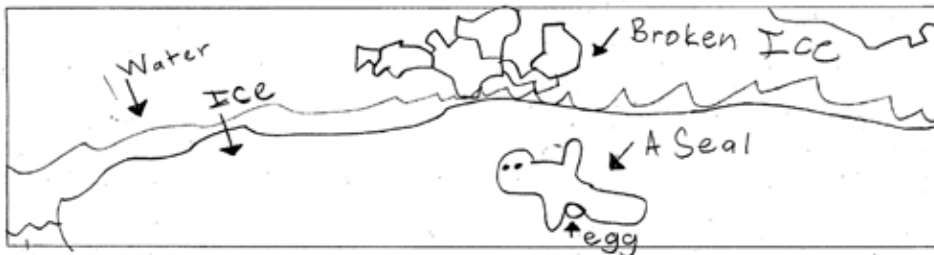
TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student A

Table of Contents

1.	Introduction	p.1
2.	Baby Seals	p.2
3.	Preatators	p.3
4.	How To Save Seals	p.4
5.	Food/Living	p.5
6.	Glossary	p.6
7.	Index	p.7

TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student A

1. Introduction



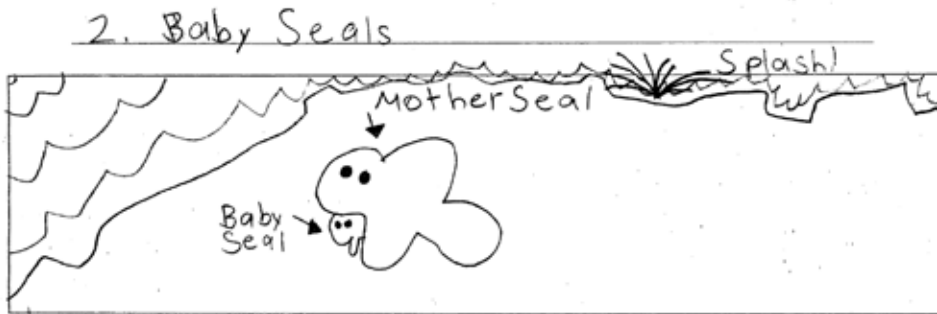
Squeak! Welcome to a seals life! You'll find why Seals eyes are so big, you'll find why Seals are mammals, and you'll find how Seals are also underwater animals! That's just a taste of what your getting!

1. Introduction

TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student A

Squeak! Welcome to a seal's life! You'll find why seal's eyes are so big, you'll find why seals are mammals, and you'll find how seals are also underwater animals! That's just a taste of what you're getting!

**Comment [c2]:**  
**Structure-Introduction/Conclusion, Level 4:**  
The writer includes an introduction to the topic which provides a preview of the main points (W2.2).



Baby Seals are always with their parents! First, when a new born pup is born, the father gets the food. When the father comes back food for everyone!

**TCRWP Informational Writing Performance Assessment**  
**Annotated Student Work**  
**Student A**

2. Baby Seals

Baby seals are always with their parents! First, when a new born **pup** is born, Splash! the father gets the food. When the father comes back food for everyone!

**Comment [c3]:**

**Elaboration-Text Features, Level 4:**

The writer includes specialized vocabulary to create a piece of writing that appears scholarly, scientific, or technical. The features are deliberately placed in an effort to further the intent of the piece.

**Comment [c4]:**

**Structure-Organizes Information, Level 3:**

Most of the information within the section relates the subtopic.

3. Preatators



Preatators are kinda like enemies of Seals. Plus, Seals are on the list of endangered animals because of global warming! We need to stop it now! Well, the preatators are: Polar Bears, killer whales and humans. That isn't so much right? Well that doesn't matter being endangered matters so stop global warming and save Seals and other arctic animals!

3.

**TCRWP Informational Writing Performance Assessment**  
**Annotated Student Work**  
**Student A**

3. Predators

Predators are kinda like enemies of seals. Plus, seals are on the list of endangered animals because of global warming! We need to stop it now! Well, the predators are: Polar Bears, Killer Whales and humans. That isn't so much right? Well that doesn't matter being endangered matters so stop global warming and save seals and other arctic animals!

**Comment [c5]:**

**Elaboration-Text Features, Level 4:**

The writer includes specialized vocabulary to create a piece of writing that appears scholarly, scientific, or technical. The features are deliberately placed in an effort to further the intent of the piece.

**Comment [c6]:**

**Elaboration-Text Features, Level 3:**

The writer includes specialized vocabulary to create a piece of writing that appears scholarly, scientific, or technical. The features are deliberately placed in an effort to further the intent of the piece.

**Comment [c7]:**

**Elaboration-Development, Level 4:**

The writer develops his or her topic with information drawn from at least one outside source that relates to the topic (W.2.2).

**Reading for Information-Cites Key Details, Level 3:**

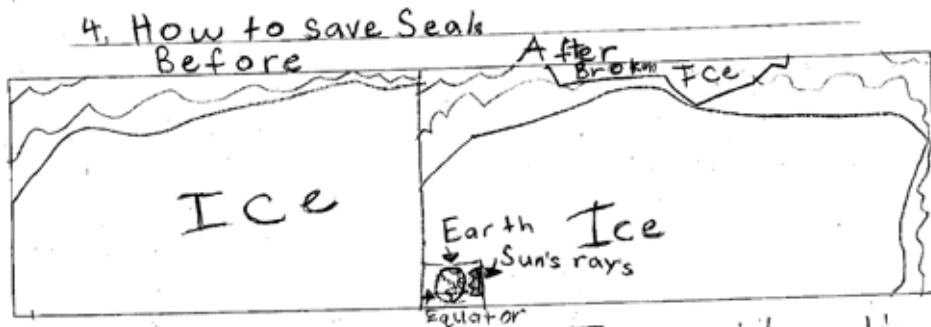
The reader identifies and names some important details, such as the who, what, where, when, why and/or how when appropriate (R.I.2.1).

**Comment [c8]:**

**Structure-Focus/Genre, Level 4:**

The writer provides main points that not only support the topic but also begin to raise an idea or concept about the topic.

**TCRWP Informational Writing Performance Assessment**  
**Annotated Student Work**  
**Student A**



Saving animals are good. Especially arctic animals! Global warming is bad. It happens when it's summer on the southern part of the Earth (Antarctic) and the Sun's rays touch, also days are longer! So you'll be playing more and having fun! 14 hours of sun (In the spring and summer only.) And 10 hours of night! So save Seals and stop global warming!

4.

**Comment [c9]:**

**Elaboration-Text Features, Level 4:**

The writer includes pictures, charts and diagrams to create a piece of writing that appears scholarly, scientific, or technical. The features are deliberately placed in an effort to further the intent of the piece.

4. How to Save Seals

Saving animals are good. Especially arctic animals! Global warming is bad. It happens when it's summer on the southern part of the Earth (Antarctic) and the sun's rays touch, also days are longer! So you'll be playing more and having fun! 14 hours of sun (In the spring and summer only.) And 10 hours of night! So save seals and stop global warming!

**Comment [c10]:**

**Structure-Organizes Information, Level 3:**

The writer categorizes information into subtopics that not only include related information about the topic, but also ideas or concepts, however not all of the information within each section relates to the subtopic.

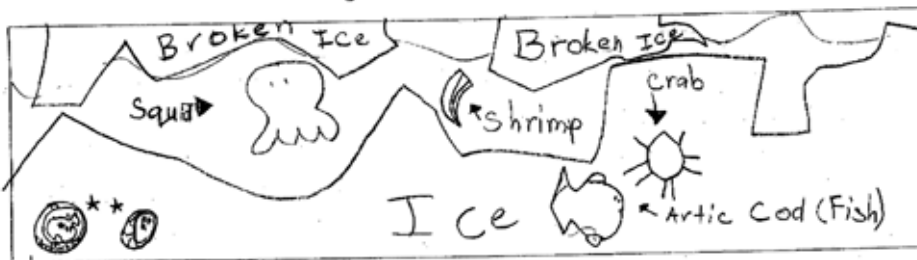
**Comment [c11]:**

**Elaboration-Development, Level 4:**

The writer develops his or her topic with facts, definitions and other details to convey ideas and concepts. This information is drawn from at least one outside source that relates to the topic.

TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student A

5. Food/Living



Seals don't have much to eat, not so much for living either. Like: Shrimp, Crab, Arctic Cod and Squid. See what I mean? They pretty much don't do anything for living but getting food. Seals live in Antarctica or the North Pole. \*With their fur it keeps the seals body warm. So then the seal could live. So it's food for everyone!

5.

5. Food/Living

**TCRWP Informational Writing Performance Assessment**  
**Annotated Student Work**  
**Student A**

Seals don't have much to eat, not so much for living either. Like: Shrimp, Crab, Arctic Cod and Squid. See what I mean? They pretty much don't do anything for living but getting food. Seals live in Antarctica or the North Pole. With their fur it keeps the seal's body warm. So then the seal could live. So it's food for everyone!

**Comment [c12]:**

**Elaboration-Development, Level 3:**

The writer develops his or her topic with information drawn from at least one outside source that relates to the topic (W.2.2).

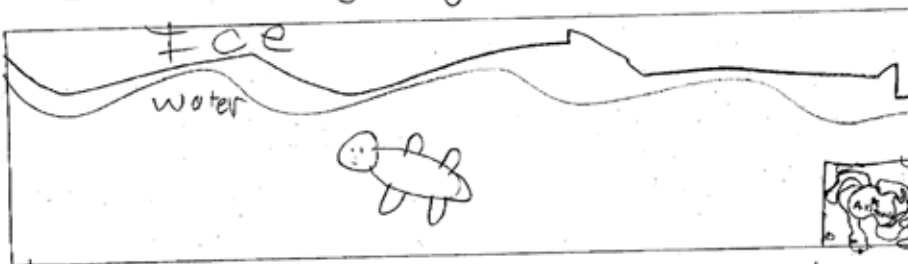
**Cites Key Details, Level 3:**

When asked to include some information from a given text, the reader identifies and names some important details, such as the who, what, where, when, why and/or how when appropriate (R.I.2.1).



TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student A

Concluding Page



Seals don't do much stuff right? Well then your wrong! Seals actually swim very far in the summer to find food. Sometimes it takes them 6 months to 3 years to find food because of global warming! And for the last time I will say Save Seals And Other Arctic Animals!

SSAOAA

Concluding Page

Seals don't do much stuff right? Well then, you're wrong! Seals actually swim very far in the summer to find food. Sometimes it takes them 6 months to 3 years to find food because of global warming! And for the last time I will say Save Seals and Other Arctic Animals!

**Comment [c13]:**  
**Structure-Introduction/Conclusion, Level 4:**  
He or she also includes a concluding statement or section, restating and/or building on the topic and main points.

**TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student A**

SSAOAA

**Comment [c14]:**

**Craft-Consideration of Audience, Level 4:**

The writer shows an awareness that writers will read and learn from the text. The writer includes a conversational or teaching tone in an attempt to relate to the reader. The writer includes details, action words, or direct-address to the reader in an effort to balance being informative and lively at the same time.

**Summary According to Writing Rubric:**

This student is a level 4 (Above Proficient) writer according to our rubric. He/she uses facts and definitions, not only from personal experience but also from the given source, to provide important information and ideas about a topic. The writer organizes his/her piece into appropriate subtopics or chapters that not only relate to the overarching topic, but also extend the topic to convey bigger ideas and concepts around the topic. The writer also includes an introduction and concluding section that not only help to orient the reader, but also extend the bigger ideas named in the piece. The writer also uses elements of craft to speak to the reader and to elaborate on the topic.

Criterion and Score Point	Evidence	Instructional Next Steps <i>To meet the CCSS the student needs to:</i>
<b>Structure— Focus/Genre</b> 4 Above Proficient	When asked to write an informational text that teaches people important information and ideas about a topic, the writer provides main points that not only support the topic but also begin to raise an idea or concept about the topic.	The student has exceeded the CCSS.  The next step might be to teach the student stay more focused within each subtopic.
<b>Structure— Organizes Information</b> 3 Proficient	The writer divides his larger topic into subtopics. Each subtopic is addressed in a different section of the text. Most (but not all) of the information within each subtopic relates to the subtopic.	The student has met the CCSS.  The student is already including ideas and concepts in his/her subtopics, so the next step might be to teach the student to make sure that all of the information within each section relates to the subtopic. The student could study mentor texts to determine how authors

**TCRWP Informational Writing Performance Assessment**  
**Annotated Student Work**  
**Student A**

		include focused information in their subtopics.
<b>Structure— Introduction/Conclusion</b> 4 Intermediate	The writer includes an introduction to the topic which provides a preview of the main points. He or she also includes a concluding statement or section that builds on the main idea he/she has developed in the piece.	The student has exceeded the CCSS.  The next step might be to teach the student to include a more parallel introduction and conclusion that hold similar weight in order to further his/her claim. Mentor texts could be invaluable in learning this skill.
<b>Elaboration— Development</b> 4 Above Proficient	The writer develops his or her topic with facts, definitions and other details to convey ideas and concepts. This information is drawn from at least one outside source that relates to the topic.	The student has exceeded the CCSS.  The next step might be to teach the student to include more material from the provided source and possibly from other sources related to the topic.
<b>Elaboration— Text Features</b> 4 Above Proficient	The writer includes features of informational texts such as pictures, charts, diagrams and specialized vocabulary to create a piece of writing that appears scholarly, scientific, or technical. The features are deliberately placed in an effort to further the intent of the piece.	The student has exceeded the CCSS.  The next step might be to teach the student to include more detailed features that add information to the text.
<b>Craft— Consideration of Audience</b> 3 Proficient	The writer shows an awareness that writers will read and learn from the text. The writer includes a conversational or teaching tone in an attempt to engage the reader using comments or quips about facts, and at times addressing the reader directly.	The next step might be to teach the student to use a conversational or teaching tone in an attempt to not only engage the reader, but to relate to the reader as well. You may also want to teach the student to include details, action words, or to directly-address to the reader in an effort to balance being

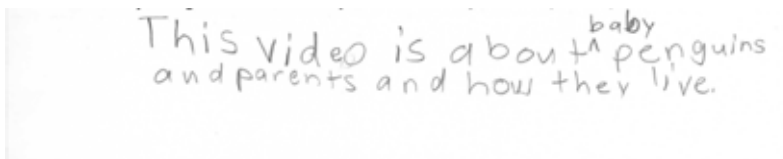
**TCRWP Informational Writing Performance Assessment**  
**Annotated Student Work**  
**Student A**

		informative and lively at the same time.
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Reading Scaled Score—Level 2 (Intermediate)

2<sup>nd</sup> Grade Reading Response Sample

Recounts Key Details

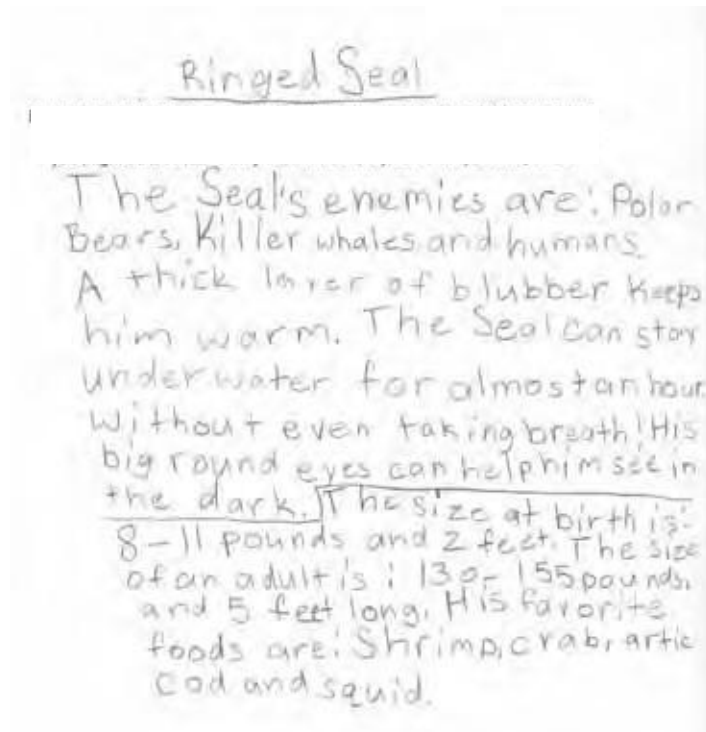


This video is about baby penguins and parents and how they live.

**Comment [c15]:**  
**Recounts Key Details, Level 2:** The reader mentions only isolated details, leaving out big parts of the text (R.I.2.1).

TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student A

Recounts Key Details-Grade Level Text



The Seal's enemies are: Polar Bears, Killer Whales and humans. A thick layer of blubber keeps him warm. The Seal can stay underwater for almost an hour without even taking breath! His big round eyes can help him see in the dark.

The size at birth is: 8-11 pounds and 2 feet. The size of an adult is: 130-155 pounds, and 5 feet long. His favorite foods are: Shrimp, crab, arctic cod and squid.

**Comment [c16]:**

Recounts Key Details-Grade Level Complex Text,  
Level 1:  
The reader copies information directly from the text  
(R.I.2.1, R.I.2.10).

TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student A

Identifies Main Topic

1. This is mostly about how Hyenas live and what they do for living. For example, they eat meat.

This is mostly about how Hyenas live and what they do for living. For example, they eat meat.

**Comment [c17]:**

**Identifies Main Topic, Level 2:** When asked to identify the main topic of a section of a text, the reader names the general topic. He or she names a part of the topic that comes from a single section of the text without synthesizing information across paragraphs/parts (R.I.2.2).

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Makes Connection Within a Text

2. This is mostly about how Elephants live and how they live. For example, the leader of a herd is a female.

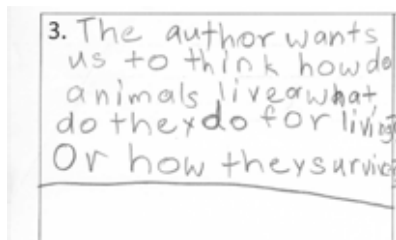
This is mostly about how Elephants live and how they live. For example, the leader of a herd is a female.

**Comment [c18]:**

**Makes Connection Within a Text, Level 1:** The reader names a fact from one part of the text, and although the idea does connect to the other part of the text, he or she does not make the connection explicit (R.I.2.6).

TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student A

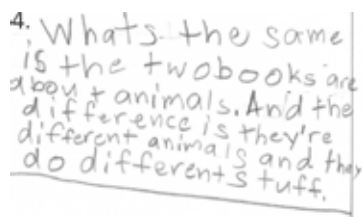
Determines Authorial Purpose/Intent



The author wants us to think how do animals live or what do they do for living? Or how they survive?

**Comment [c19]:**  
**Determines Authorial Purpose/Intent, Level 3:** When asked to think about the reason an author wrote a text, the reader names a reason based on the main idea of the text and supported by evidence from the text (R.I.2.6).

Compares/Contrasts Two Texts



What's the same is the two books are about animals. And the difference is they're different animals and they do different stuff.

**Comment [c20]:**  
**Compares/Contrasts Two Texts, Level 2:** The reader identifies a broad similarity and/or difference between the main topics of two texts (R.I.2.9).

**TCRWP Informational Writing Performance Assessment**  
**Annotated Student Work**  
**Student A**

**Summary According to Reading Rubric:**

The student is a solid Level 2 (Intermediate) reader according to the reading rubric. He or she scored a 1, however for the task of recounting key details from a grade level complex text, as annotated above, since the information was copied exactly from the text and there was no evidence of recalling the important details. This student did integrate some key details in his or her writing, as noted above, scoring a level 3. These varied reading scores highlight the importance of looking across the assessments to see the next steps that are necessary for this student as a reader.

Criterion and Score Point	Evidence	Instructional Next Steps
<b>Recounts Key Details</b>  2 Intermediate	When asked to recount the important things learned from a given text, the reader mentions only isolated details, leaving out big parts of the text.	<b>To meet the CCSS the student needs to:</b>  The next step might be to teach the student that before reading, and when rereading, it is important to look for the who and what—the subject—of the text. Identifying these details, as well as the where, when, why, and how when appropriate, will help the student to recount the most important details of the text.
<b>Recounts Key Details-Grade Level Text</b>  1 Novice	The reader copies information directly from the text.	The next step might be to teach the student to identify and name the important details across all parts of the text, instead of simply copying information from one part of the text. This might include practice in recounting important details to a partner, in which the student must make sure the details fall under the umbrella of the main idea.
<b>Cites Key Details</b>  3 Proficient	When asked to include information from a given text in his or her writing, the student selects and includes some details. The information tells who, what, where, when, why and/or how	The student has met the CCSS.  The next step might be to teach the student to identify and name



**TCRWP Informational Writing Performance Assessment**  
**Annotated Student Work**  
**Student A**

	when appropriate.	important details from the text (and other possible sources) in order to support an idea or concept related to the topic. Instead of including these details in isolation, the student could use them to make connections and build ideas.
<b>Identifies Main Topic</b>  2 Intermediate	When asked to identify the main topic of a section of a text, the reader names the general topic. He or she names a part of the topic that comes from a single section of the text without synthesizing information across paragraphs/parts.	The next step might be to teach the student to not only name the main topic of the text, but also support the topic with specific details from the text. The student needs to show some evidence of synthesizing information across paragraphs or parts instead of naming an isolated fact. The student might ask himself, "What is the main idea of this section? What is it mostly about?" and then find at least two or three spots in the text that support his idea.
<b>Makes Connections Within a Text</b>  1 Novice	The reader names a fact from one part of the text, and although the idea does connect to the other part of the text, he or she does not make the connection explicit.	The next step might be to teach the reader to more explicitly describe how the two parts of the text are connected. He must learn to identify the connection and explain how it is evident in both parts of the text, possibly by identifying big ideas in the text and finding places throughout the text that connect to that idea. For example, the reader could use examples from both the hyena text and the elephant text about how the mothers protect their babies, instead of naming an isolated fact.
<b>Determines Authorial Purpose/Intent</b>  3 Proficient	When asked to think about the reason an author wrote a text, the reader names a reason based on the main idea of the text and supported by evidence from the text.	The student has met the CCSS.  The next step might be to teach the student to crystallize the overarching idea that the author wants to explain in a given text, even if it is not stated explicitly in the text itself.

**TCRWP Informational Writing Performance Assessment**  
**Annotated Student Work**  
**Student A**

<p><b>Compares/Contrasts Two Texts</b></p> <p>2 Intermediate</p>	<p>The reader identifies a broad similarity and difference between the main topics of two texts.</p>	<p>The next step might be to teach the student to be more specific in his or her comparison, explaining exactly what the differences are instead of saying, "They do different stuff." The student can practice jotting balanced comparisons, in which he makes sure to include details from each text when identifying differences (such as, 'One book is about hyenas and one book is about elephants' instead of 'They're about different animals').</p>
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TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student B

Writing Scaled Score—Level 3 (Proficient)

2<sup>nd</sup> Grade Writing Sample  
'All About Life in the Arctic'



**Comment [c1]:**

**Structure-Focus/Genre, Level 3:**

When asked to write an informational text that teaches people important information and ideas about a topic, the writer chooses a topic for which he or she has some knowledge (W.2.2).

**Structure-Introduction/Conclusion, Level 2:**

The writer names the topic that he or she is writing about (W.2.2).

**TCRWP Informational Writing Performance Assessment**  
**Annotated Student Work**  
**Student B**

**Structure-Organizes Information, Level 3:** The writer divides his or her larger topic into subtopics. Each subtopic is addressed in a different section of the text.






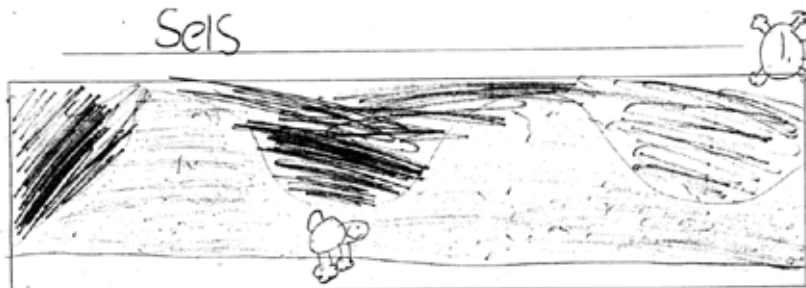
	Seals	_____
	Polar bears	_____
	Walrus's	_____
	Penguins	_____
	fun fact	_____
		_____
		_____
		_____
		_____
		_____

Table of Contents

1. Seals
2. Polar Bears
3. Walruses
4. Penguins
5. Fun Facts

TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student B



Sels are an animal that live in  
fresing coold water but Sels can  
servir the coold water and are because  
there Scin helps them in the coold  
are. Sels are a polerbers faforat snack  
but it is still hard to eat because it's  
Scin.

Seals

Seals are an animal that live in freezing cold water, but seals can survive the cold water and air because their skin helps them in the cold air. Seals are a polar bears favorite snack but it is still hard to eat because it's skin.

All of the information within this section relates to the subtopic.

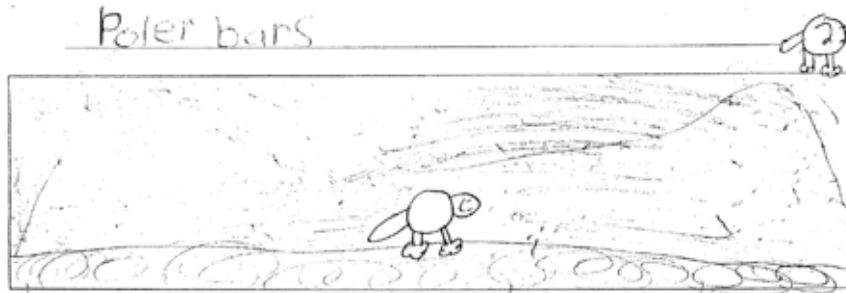
**Comment [c4]:**  
**Elaboration-Text Features, Level 2:**  
The writer included specialized vocabulary.

**Comment [c5]:**  
**Elaboration-Development, Level 3:**  
The writer develops his or her topic with information drawn from at least one outside source that relates to the topic (W.2.2).

**Informational Reading-Cites Key Details, Level 3:**  
When asked to include information from a given text in his or her writing, the student selects and includes some details. The information may tell who, what, and where (R.I.2.1).

**Comment [c6]:**  
**Elaboration-Development, Level 3:**  
The writer develops his or her topic with examples.

TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student B



Polar bears are a type of animal that live in the Arctic. Polar bears are white. A polar bear's favorite snack is a seal but it is really hard because the seal's skin and a polar bear's teeth are not really sharp.

Polar Bears

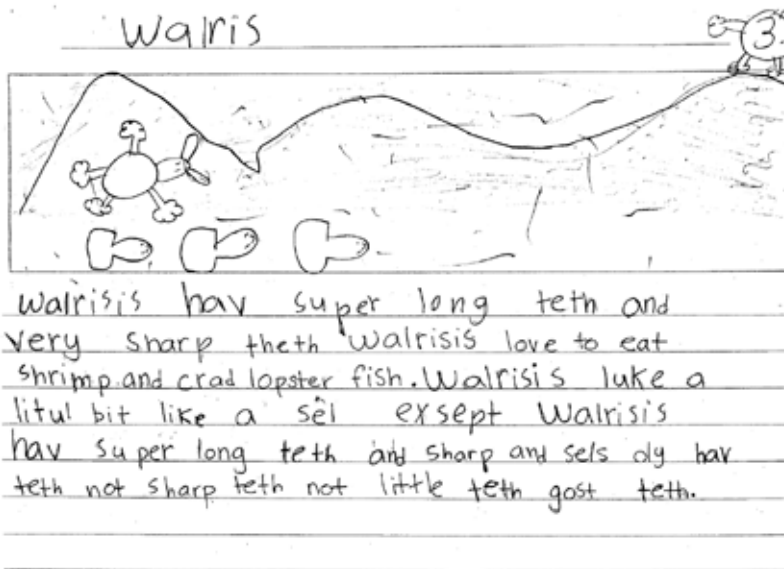
Polar bears are a type of animal that live in the Arctic. Polar bears are white. A polar bear's favorite snack is a seal but it is really hard because the seal's skin and a polar bear's teeth are not really sharp.

**Comment [c8]:**

**Elaboration-Development, Level 3:**

The writer develops his or her topic with facts as well as definitions (W.2.2).

TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student B



**Comment [c9]:**

**Structure-Focus/Genre, Level 3:**

The writer chooses a topic in which he or she has some knowledge and provides important and/or interesting information to support that topic (W.2.2).

**Structure-Organizes Information, Level 3:**

All of the information within this section relates to the subtopic.

Walrus

Walrus have super long teeth and very sharp teeth. Walrus love to eat shrimp and crab lobster fish. Walrus look a little bit like a seal except walrus have super long teeth and sharp and seals only have teeth not sharp teeth not little teeth just teeth.

**Comment [c10]:**

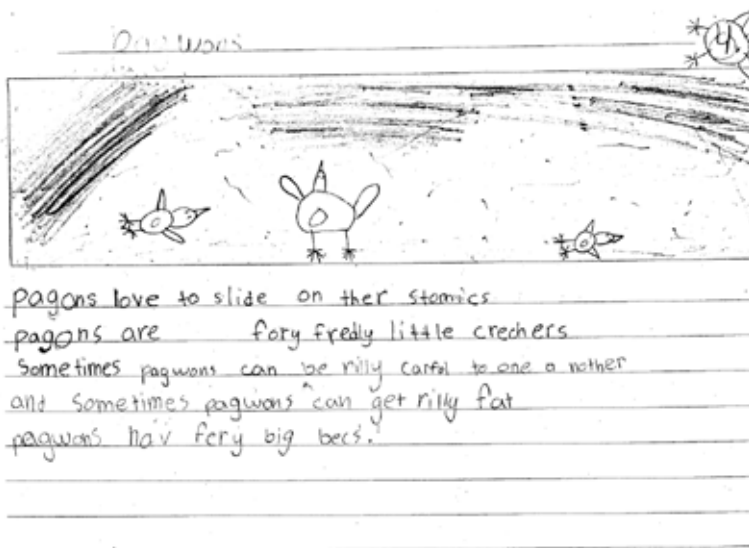
**Elaboration-Development, Level 3:**

The writer develops his or her topic with information drawn from at least one outside source that relates to the topic (W.2.2).

**Informational Reading-Cites Key Details, Level 3:**

When asked to include some information from a given text, the reader identifies and names some important details, such as the who, what, where, when, why and/or how when appropriate (R.1.2.1).

TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student B



**Comment [c11]:**

**Structure-Focus/Genre, Level 3:**

The writer chooses a topic in which he or she has some knowledge and provides important and/or interesting information to support that topic (W2.2).

**Structure-Organizes Information, Level 3:**

All of the information within this section relates to the subtopic.

Penguins

Penguins love to slide on their stomachs. Penguins are furry friendly little creatures. Sometimes penguins can be really careful to one another and sometimes penguins can get really fat. Penguins have very big beaks.

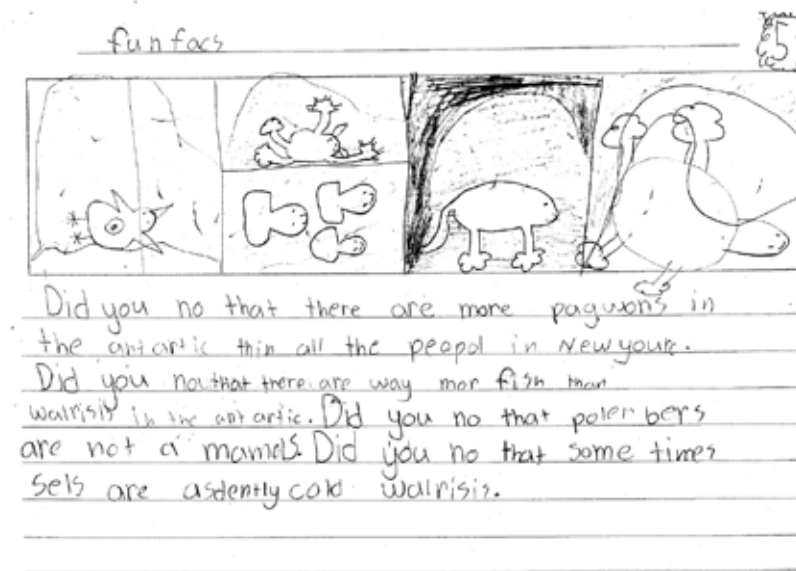
**Comment [c12]:**

**Elaboration-Development, Level 3:**

The writer develops his or her topic with examples and feelings.



**TCRWP Informational Writing Performance Assessment**  
**Annotated Student Work**  
**Student B**



**Fun Facts**

Did you know that there are more penguins in the Antarctic than all the people in New York. Did you know that there are way more fish than walrus in the Antarctic. Did you know that polar bears are not a mammals. Did you know that sometimes seals are accidentally called walrus.

**Comment [c13]:**  
**Elaboration-Development, Level 3:**  
 The writer develops his or her topic with facts (W.2.2).  
**Craft-Consideration of Audience, Level 3:**  
 The writer includes a conversational or teaching tone in an attempt to engage the reader.

**TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student B**

**Summary According to Writing Rubric:**

This student is a level 3 (Proficient) writer according to the rubric. He/she uses facts and definitions to provide important information and ideas about a topic. While the writer does not include an introduction or conclusion, he/she does name the topic and organize the piece into appropriate subtopics or chapters that relate to the overarching topic. The writer also uses elements of craft to speak to the reader and to elaborate. The writer also incorporates some information from a provided source.

Criterion and Score Point	Evidence	Instructional Next Steps  To meet the CCSS the student needs to:
<b>Structure— Focus/Genre</b> 3 Proficient	When asked to write an informational text that teaches people important information and ideas about a topic, the writer chooses a topic in which he has some knowledge and provides important information to support that topic.	The student has met the CCSS.  The next step might be to teach the student to develop an idea or concept about the topic in his/her writing. The student could be shown published texts where the author does this, and given prompts such as 'This makes me think...' or 'The idea I'm growing about this is...' or 'I hope readers learn that...' or 'All in all, I think this shows that...'

**TCRWP Informational Writing Performance Assessment**  
**Annotated Student Work**  
**Student B**

<b>Structure— Organizes Information</b> 3 Proficient	The writer divides his larger topic into subtopics. Each subtopic is addressed in a different section of the text. All of the information within each subtopic relates to the subtopic.	The student has met the CCSS.  The next step is to teach the student to include sections that address ideas and/or concepts about the topic.
<b>Structure— Introduction/Conclusion</b> 2 Intermediate	The writer names the topic that he is writing about.	The next step is to teach the student to include an introduction to the topic and a concluding statement that fits with the topic or at least some of the information.
<b>Elaboration— Development</b> 3 Proficient	The writer develops his or her topic with examples, feelings and facts as well as definitions. This information is drawn from at least one outside source that relates to the topic.	The student has met the CCSS.  The next step is to teach the student to develop not only the topic, but ideas and concepts related to the topic as well. It will also be important to teach the student to include more material from outside sources.
<b>Elaboration— Text Features</b> 2 Intermediate	The writer includes features of informational texts such as pictures, charts, diagrams, and specialized vocabulary.	The next step is to teach the student to include pictures, charts, diagrams, and specialized vocabulary to create a piece of writing that appears scholarly, scientific, or technical, even when the information stated is flawed or overgeneralized.

**TCRWP Informational Writing Performance Assessment**  
**Annotated Student Work**  
**Student B**

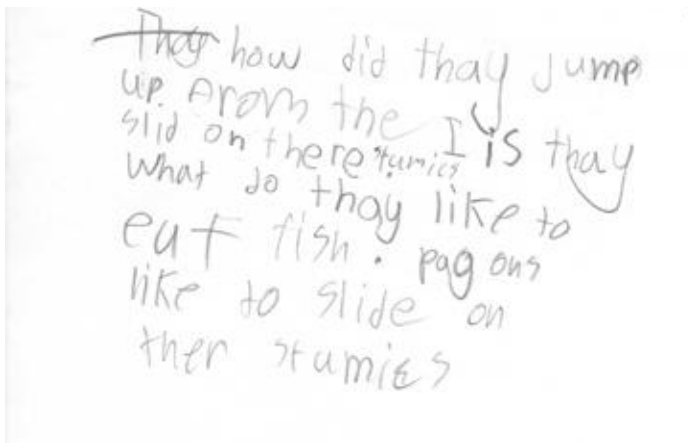
<p><b>Craft—</b>  <b>Consideration of Audience</b></p> <p>3 Proficient</p>	<p>The writer shows an awareness that writers will read and learn from the text. The writer includes a conversational or teaching tone in an attempt to engage the reader using comments or quips about facts, and at times addressing the reader directly.</p>	<p>The next step is to teach the student to use a conversational or teaching tone in an attempt to not only engage the reader, but to relate to the reader as well. You will also want to teach the student to include details and action words and to directly address to the reader in an effort to balance being informative and lively at the same time.</p>
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TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student B

Reading Scaled Score—Level 2 (Intermediate)

2<sup>nd</sup> Grade Reading Response Sample

Recounts Key Details



How did they jump up from the ice? They slid on their tummies. What do they like to eat? Fish. Penguins like to slide on their tummies.

**Comment [c14]:** Recounts Key Details, Level 2:  
The reader mentions only isolated details, leaving out big parts of the text (R.I. 2.1).

TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student B

Recounts Key Details—Grade Level Text

It is about a seal and where it  
lives. In the ocean. What it is.  
A seal. And how many pounds it  
weighs. What it eats. Crabs shrimp clams  
fish. How long it is how big  
they are. What can they do  
What can they learn. What like  
to eat seals. Seals are animals  
that live in the ocean. And  
seals have a family sometimes  
a little one sometimes a big one.  
Polar bears like to eat seals but it is  
farg hard for them to eat seals  
because they hart gain. Sometimes  
repol think that a seal is a walrus or a  
walrus is a seal.

It is about a seal and where it lives. In the ocean. What it is. A seal. And how many pounds it weighs.  
What it eats. Crabs shrimp clams fish. How long it is how big they are What can they do What can they  
learn what like to eat seals. Seals are animals that live in the ocean. And seals have a family sometimes

**TCRWP Informational Writing Performance Assessment**  
**Annotated Student Work**  
**Student B**

a little one sometimes a big one polar bears like to eat seals but it is very hard for them to eat seals because their hard skin. Sometimes people think that a seal is a walrus or a walrus is a seal.

**Comment [c15]:**

**Recounts Key Details, Level 2:**

While the reader does identify and name important details from the text, such as the who, what, where, when, why and/or how about the seals, he does not discuss walruses or whales, the other animals described in the passage, and therefore does not cover the important details from across the text (R.1.2.1).

**Identifies Main Topic**

1. The man I dy  
is that about  
hyni dogs and what  
they do how they  
do it and how is  
like the leader and  
how gets the food  
how big hyni famly  
can get. I knew that  
because I heard it  
say and when it told us  
the book I thought  
they might have things  
alike

The main idea is that about hyena dogs and what they do, how they do it and who is like the leader and who gets the food, how big hyena families can get. I knew that because I heard it say and when it told us about the elephants earlier in the book I thought that they might have things alike.

**Comment [c16]: Identifies Main Topic, Level 2:**

When asked to identify the main topic of the text, the reader names the general topic, but does not elaborate much further. The additional details that the reader includes are related to only one section of the text (R.1.2.2).

TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student B

Makes a Connection Within the Text

2.  
They are the  
same because  
they both have  
the mom elephant  
or hyena as a  
leader. Elephants take  
a really long time  
to grow up.  
Elephants can grow  
to be 1,000 years  
old but not humans.  
We can only live to  
like 100 or 80 or 103  
but not elephants.  
They can live like  
triple that. Way longer  
than us. Elephants love  
to soak in the mud or  
water.

They are the same because they both have the mom elephant or hyena as a leader. Elephants take a really long time to grow up. Elephants can grow to be 1,000 years old, but not humans. We can only live to like 100 or 80 or 103, but not elephants they can live like triple that. Way longer than us. Elephants love to soak in the mud or water.

**Comment [c17]:**

**Makes Connections Within a Text, Level 2:**

The reader describes a connection that relates to a subsection of the text, rather than a connection related to the main topics. The reader refers to a fact or small part that is the same across both parts of the text, and also includes irrelevant facts unrelated to the connection (R.I. 2.3).



TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student B

Determines Authorial Purpose/Intent

3. The others want us to think that elvins and high dogs are cool to study so we might want us to study so we can be welfy and stop hard hav a good egacashon and help lern mor thing? about hanner how it worcs what conta anrol? are there in the erth what things are there to eslor.

**TCRWP Informational Writing Performance Assessment**  
**Annotated Student Work**  
**Student B**

The authors want us to think that elephants and hyena dogs are cool to study so we might want us to study so we can be wealthy and better and have a good education and help learn more things about humans, how it works, what kind of animals are there in the earth, what things are there to explore.

**Comment [c18]:**  
**Determines Authorial Intent/Purpose, Level 2:**  
When asked to think about the reason an author wrote a text, the reader names a reason that comes from his/her point of view as a reader, with no evidence from the text (R.I. 2.6).

**Compare/Contrast Two Texts**

4. The game is that there are both talking about animals and what animals do to survive and what they like to do and how they do it what they do for living and playing how they talk and communicate to each other what they learn from each other. wolves can communicate to each other by squealing growling or barking.

**TCRWP Informational Writing Performance Assessment**  
**Annotated Student Work**  
**Student B**

The same is that they are both talking about families and what animals do to survive and what they like to do and how they do it. What they do for living and playing. How they talk and communicate to each other. What they learn from each other. Wolves can communicate to each other by squeaking, growling or barking.

**Comment [c19]:**  
**Compare/Contrast Two Texts, Level 3:**  
 When asked to compare and contrast two texts, the reader identifies at least one similarity and difference about the main topic (R.I. 2.9).

**Summary According to Reading Rubric:**

This student is a solid Level 2 (Intermediate) reader according to the rubric. He or she also scored a 2 for the task of recounting key details from a grade level complex text, as annotated above. The student actually cites evidence in his or her writing response at a Level 3, so based on that data it might appear that he or she is more proficient in reading than is evidenced in across the reading responses. This is why it is important to look at each skill and the next steps necessary for this student.

Criterion and Score Point	Evidence	Instructional Next Steps
<b>Recounts Key Details</b>  2 Intermediate	The reader mentions only isolated details, leaving out big parts of the text.	<b>To meet the CCSS the student needs to:</b>  The next step might be to teach the reader that before reading (or rereading) a text, it helps to set oneself up to look for the 'who' and the 'what.' The 'who' might not be a person—this is the subject. The reader can learn that first you think the subject is one thing—bears—and then you read on and often learn it is more focused—bears in winter. Later readers can be coached to look for other aspects (where/why etc.)
<b>Recounts Key Details-Grade Level Text</b>  2 Intermediate	While the reader does identify and name important details from the text, such as the who, what, where, when, why and/or how about the seals, he does not discuss walruses or whales,	The next step might be to help readers reread, thinking, 'What thought do I have about the stuff I'm learning' and then to talk with a partner about those thoughts. Then again, the reader could

**TCRWP Informational Writing Performance Assessment**  
**Annotated Student Work**  
**Student B**

	the other animals described in the passage, and therefore does not cover the important details from across the text.	be taught that a main idea needs to be like a big tent that covers most of the book. He or she could reread and think, 'Does this part fit under the tent of my big idea?' The reader could also look at photos of things—belt, perfume, shirts—and come up with a main idea that is big enough to encompass all those details (things you wear')
<b>Cites Key Details</b>  3 Proficient	When asked to include information from a given text in his or her writing, the student selects and includes some details. The information tells who, what, and where.	The student has met the CCSS.  The next step might be to teach the reader to elaborate about the significance of specific details. One way to do this is to reread the text, thinking about how a detail—say, the polar bear's fur—connects to other things in the text. The fur connects to the bear's den, to hibernation, to the bear's enemies. This can be one way to nudge a writer to go from talking and writing about concrete objects to talking about ideas. Ideas, abstractions, bridge objects.
<b>Identifies Main Topic</b>  2 Intermediate	When asked to identify the main topic of a section of a text, the reader names the general topic, but does not elaborate much further. The additional details that the reader includes are related to only one section of the text.	The next step might be for the teacher to help the reader to develop the habit of pausing at the end of reading a text to think, "What's the main idea in this text?" and then to reread and find 2-3 parts of the text that go with that main idea, pausing at each part to say how that part goes with the main idea.
<b>Makes Connections Within a Text</b>  2 Intermediate	When asked to compare two sections from a given text, the reader describes a connection that relates to a subsection of the text, rather than a connection related to the main concepts. The reader refers to a fact or small part that is the same across both parts of the text, and also includes irrelevant facts unrelated to the connection.	The next step might be for the reader to be taught to realize this is what he or she does, and then to be shown what the next step would be (a synthesized response that puts the specifics into overarching categories such as seeing that the bear's fur and the owl's eyes are both ways to protect themselves.) Students can be taught that often, it helps to reread the text, trying to find or in some instances almost WRITE the big-ideas that link one part of the text with another. It might be that the

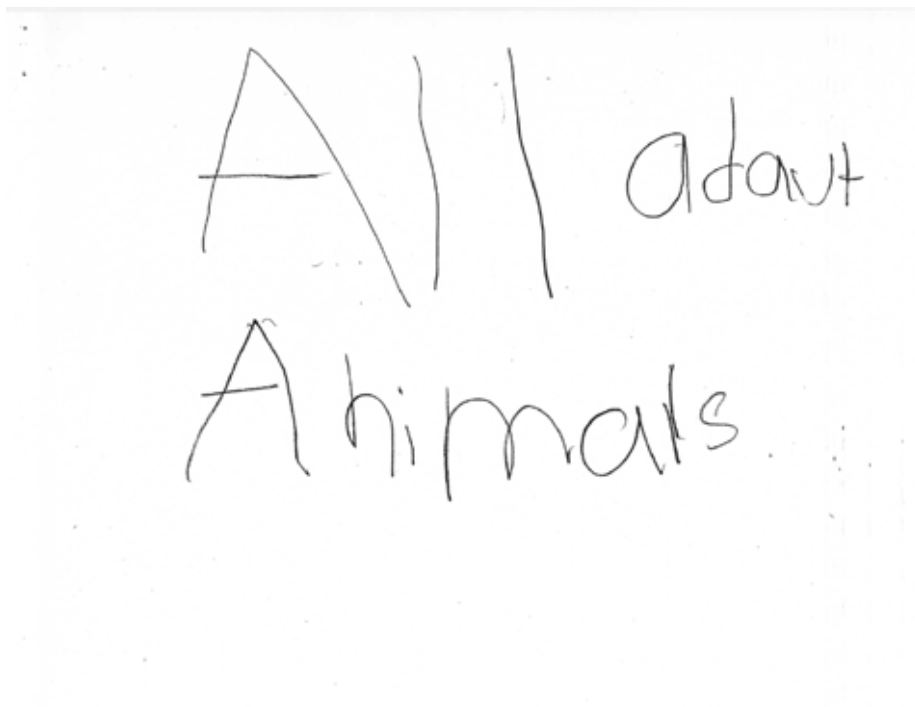
**TCRWP Informational Writing Performance Assessment**  
**Annotated Student Work**  
**Student B**

		reader could, for a time, post-it important parts and then write about how those parts, together, are teaching the reader something. To teach the student to synthesize the main concepts from one part of the text to the other, and describe how those two parts are the same.
<b>Determines Authorial Purpose/Intent</b>  2 Intermediate	When asked to think about the reason an author wrote a text, the reader names a reason that comes from his/her point of view as a reader, with no evidence from the text.	The next step is to teach the student to use the main idea of the text when asked to think about the reason the author wrote the text. It will also be important to teach the student to use evidence from the text to support his or her idea.
<b>Compares/Contrasts Two Texts</b>  3 Proficient	When asked to compare and contrast two texts, the reader identifies one similarity and difference about the main topic.	The student has met the CCSS.  The next step would be to teach the student to provide examples from the text to support the similarity or difference that the student names.

**TCRWP Informational Writing Performance Assessment**  
**Annotated Student Work**  
**Student C**

2<sup>nd</sup> Grade Writing Sample from Part 4, Task 2:  
'All About Animals'

Writing Scaled Score—Level 2 (Intermediate)



All About Animals

**Comment [KF1]: Structure-Focus/Genre, Level 2:** The writer chooses a topic he or she knows about (W.2.2).

**TCRWP Informational Writing Performance Assessment**  
**Annotated Student Work**  
**Student C**

Table of Contents		
1	all about dogs	1
2	all about cat	2
3	all about penguins	3
4	all about fish	4
5	all about birds	5
		6

Table of Contents

1. All About Dogs
2. All About Cat
3. All About Penguin
4. All About Fish
5. All About Bird

TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student C

all about dogs



dogs are a kind of animals the  
some people like. Baby dog need  
milk for their mom. If you  
give your dog to someone  
they will miss their mom.  
I have a dog she has to.  
Baby girls she love her  
babies and she feeds her babies.

All About Dogs

Dogs are a kind of animal the some people like. Baby dogs need milk for their mom. If you give your dog to someone they will miss their mom. I have a dog she has two baby girls she love her babies and she feeds her babies.

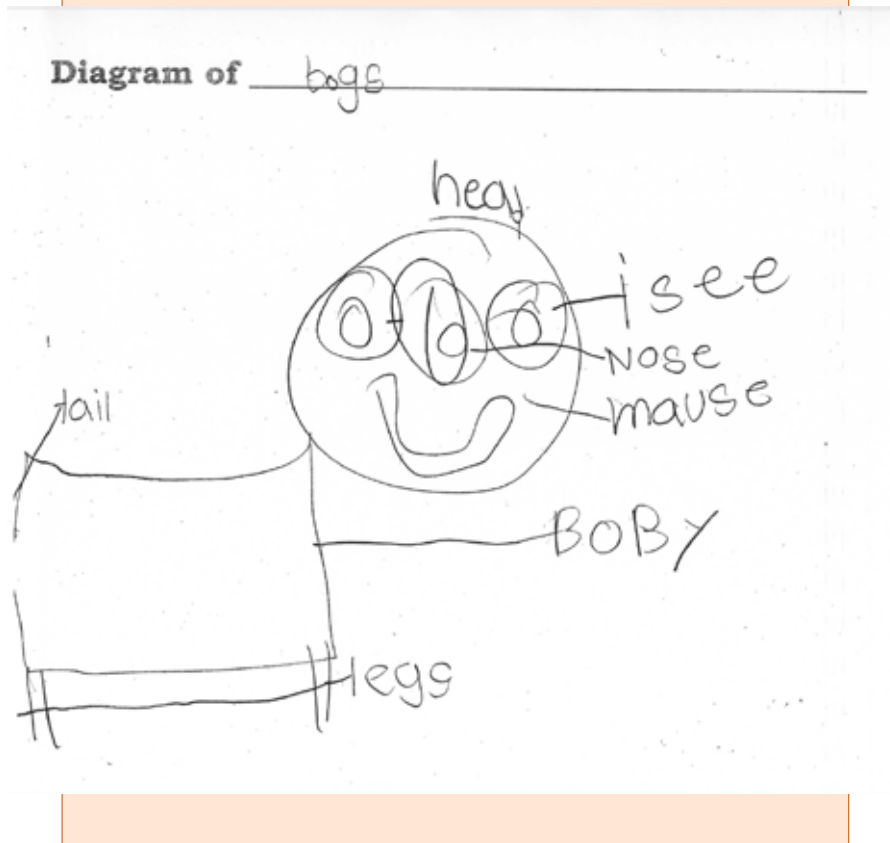
**Comment [c3]:**

**Elaboration-Development, Level 2:**

The writer develops his or her topic with examples, feelings and or facts drawn primarily from personal experiences.



TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student C

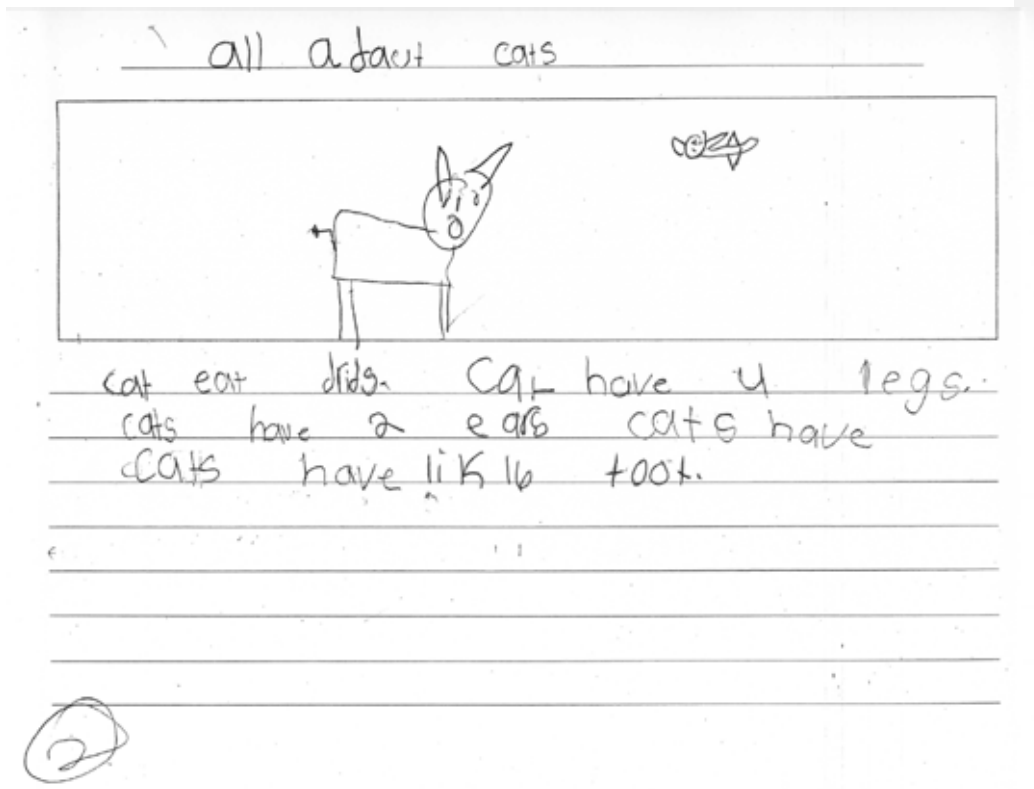


**Comment [c4]:**  
**Elaboration-Text Features, Level 2:**  
The writer is attempting to create a scientific piece and includes a basic diagram.

Dogs

Body, tail, head, eyes, nose, mouth, legs

TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student C



All About Cats

Cat eat birds. Cat have 4 legs. Cats have 2 ears cats have cats have like 16 teeth.

**Comment [c5]:**

**Elaboration-Development, Level 2:**

The writer develops his or her topic with facts drawn primarily from personal experiences.

TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student C

all about penguins



The mom throw UP her food  
to give it to her baby so they  
can be healthy and strong. Penguins live  
in ice and they drink cold water.

3.

All About Penguins

The mom throws up her food to give it to her baby so they can be healthy and strong. Penguins live in ice and they drink cold water.

**Comment [c6]:**  
**Informational Reading-Cites Key Details, Level 2:**  
When asked to include information from a given text in his or her writing, the student includes an isolated fact from the text and refers to the general topic of the text.

TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student C

All about fish



Fish live in the ocean they hide from shark  
so they can't eat them. Fish are  
little and big they eat food that they  
like to eat.

(1)

All About Fish

Fish live in the ocean they hide from shark so they can't eat them. Fish are little and big they eat food that they like to eat.

**Comment [c7]:**  
**Elaboration-Development, Level 2:**  
The writer develops his or her topic with examples, feelings and or facts drawn primarily from personal experiences (W.2.2).

TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student C

all about birds



Bird have to see to see Bird  
can fly Bird can go flying  
to a tree.



All About Birds

Bird have two eyes to see Bird can fly bird can go flying to a tree.

**Comment [c8]:**

**Elaboration-Development, Level 2:**

The writer develops his or her topic with examples, feelings and or facts drawn primarily from personal experiences (W.2.2).

**TCRWP Informational Writing Performance Assessment**  
**Annotated Student Work**  
**Student C**

**Summary According to Writing Rubric:**

This student is a level 2 (Intermediate) writer according to the rubric. He/she uses examples and facts primarily from personal experiences. Although there is evidence that information is drawn from a source, the writer does not include definitions which hold the writer back from a Level 3 in Elaboration-Development. While the writer does not include an introduction or conclusion, he/she does name the topic and organize the piece into appropriate subtopics or chapters that relate to the overarching topic.

<b>Criterion and Score Point</b>	<b>Evidence</b>	<b>Instructional Next Steps</b>  <b>To meet the CCSS the student needs to:</b>
<b>Structure – Focus/Genre</b> 2 Intermediate	The writer chooses a topic he or she knows about and includes some information about the topic. All of the information is related to the topic.	The next step might be to teach the student to provide important and/or interesting information to support that topic.
<b>Structure—Organizes Information</b> 3 Proficient	The writer divides his larger topic into subtopics. Each subtopic is addressed in a different section of the text. All of the information within each subtopic relates to the subtopic.	The next step might be to teach the student to include ideas or concepts in the subtopics.
<b>Structure—Introduction/Conclusion</b> 2 Intermediate	The writer names the topic that he or she is writing about.	The next step might be to teach the student to include an introduction to the topic and a concluding statement that fits with the topic or at least some of the information.
<b>Elaboration—Development</b> 2 Intermediate	The writer develops his or her topic with examples, feelings and or facts drawn primarily	The next step might be to teach the student to include the important facts and definitions to support his or

**TCRWP Informational Writing Performance Assessment**  
**Annotated Student Work**  
**Student C**

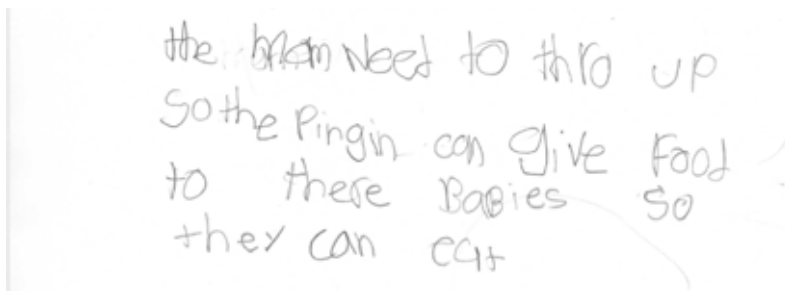
	from personal experiences.	her topic.
<b>Elaboration— Text Features</b> 2 Intermediate	The writer includes a basic diagram in an attempt to create a scientific piece.	The next step might be to teach the student to include pictures, charts, diagrams and specialized vocabulary to create a piece in ways that really enhance the informational piece. You will want them to be more deliberate in deciding where a diagram might go. For instance, you do not want a student to insert a diagram of a dog, just to do it, but rather to add to his/her information about dogs.
<b>Craft— Consideration of Audience</b> 1 Novice	The writer shows little consideration for his or her audience, if any. The writer includes ‘stuff’ about a topic usually based on anything that comes to mind.	The next step might be to teach the student to approximate a teaching tone in his or her writing in an attempt to teach the reader information about his or her topic.
<b>Informational Reading— Cites Key Details</b> 2 Intermediate	The student includes an isolated fact from the text and refers to the general topic of the text.	The next step might be to teach the student to identify and name some important details from a given text, such as the who, what, where, when, why and/or how when appropriate in his or her written piece.

**TCRWP Informational Writing Performance Assessment**  
**Annotated Student Work**  
**Student C**

Reading Scaled Score—Level 2 (Intermediate)

2<sup>nd</sup> Grade Reading Response Sample

Recounts Key Details



the mom need to thro up  
so the penguin can give food  
to these babies so  
they can eat

The mom needs to throw up so the penguin can give food to their babies so they can eat

**Comment [KF9]:**

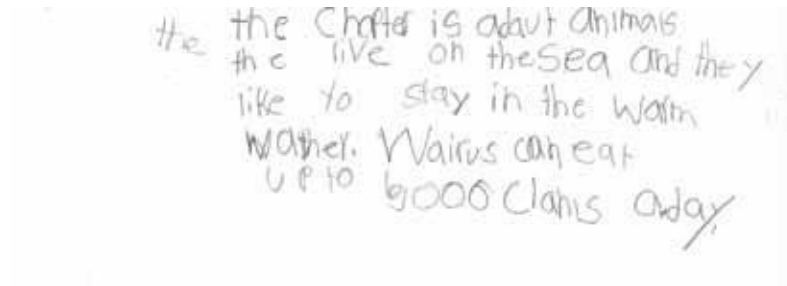
**Recounts Key Details, Level 2:**

When asked to recount the important things learned from a given text, the reader mentions only isolated details, leaving out big parts of the text (RI.2.1).



TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student C

Recounts Key Details—Grade Level Complex Text



The chapter is about animals the live on the sea and they like to stay in the warm water. Walrus can eat up to 6,000 clams a day.

**Comment [c10]:**  
**Recounts Key Details—Grade Level Complex Text, Level 2:**  
The reader mentions only isolated details, leaving out big parts of the text. Instead of focusing on all three animals that he/she read about, he/she only focuses on one: the walrus (R.1.2.1).

TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student C

Identifies Main Topic

1. is about there  
mom feeding there  
Babys with meat.

Because they sai  
in the Book  
the there  
mom hivo  
them meat to  
Feit them.

Is about their mom feeding their babies with meat.

Because they said in the book the their Mom give them meat to feed them.

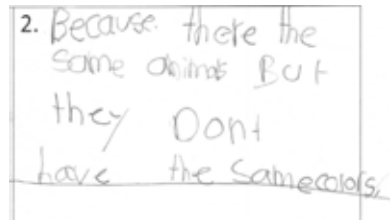
**Comment [KF11]:**

**Identifies Main Topic, Level 3:**

When asked to identify the main topic of a section of a given text, the reader identifies the main topic of the text and elaborates by naming important parts of the topic covered in the text. The reader shows evidence of synthesizing information across paragraphs/parts (RI.2.2).

TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student C

Makes Connections Within a Text



2. Because there the  
same animals But  
they Don't  
have the same colors.

Because they're the same animals but they don't have the same colors.

**Comment [KF12]: Makes Connections Within a Text, Level 2:** When asked to compare two sections from a given text, the reader describes a connection that relates to a subsection of the text, rather than a connection related to the main topics. (RI.2.3)

TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student C

Determines Authorial Purpose/Intent

3. they live like us  
• they have lives like us  
• they live.

---

like us they want us to save the animals.

They live like us they have life like us they live  
like us, they want us to save the animals

**Comment [KF13]:**

**Determines Authorial Purpose/Intent, Level 2:**  
When asked to think about the reason an author wrote a text, the reader names a reason based on an idea or topic from one part of the text, rather than synthesizing the whole text. This reason appears to come from his/her own point of view as a reader, with no evidence from the text. (RI.2.6)

TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student C

Compares/Contrasts Two Texts

4. the same is the  
these animals  
the different is  
the they're not  
the same animals.

The same is the they're animals. The different is the they're not the same animals

**Comment [KF14]: Compares/Contrasts Two Texts, Level 2:** When asked to compare and contrast two texts, the reader identifies a broad similarity and difference between the main topics of two texts. (RI.2.9)

**TCRWP Informational Writing Performance Assessment**  
**Annotated Student Work**  
**Student C**

**Summary According to Reading Rubric:**

This student is a solid level 2 (Intermediate) reader according to the rubric. He or she also scored a 2 for the task of recounting key details from a grade level complex text, as annotated above. The reader also cites evidence in his or her writing response at a Level 2, so the data seems consistent across the assessments.

Criterion and Score Point	Evidence	Instructional Next Steps
<b>Recounts Key Details</b>  2 Intermediate	When asked to recount the important things learned from a given text, the reader mentions only isolated details, leaving out big parts of the text.	<b>To meet the CCSS the student needs to:</b>  The next step might be to teach the reader that before reading (or rereading) a text, it helps to set oneself up to look for the important details that come up throughout the entire text. You will want to teach him/her to ask questions before he/she reads (such as who is in this text? What are they doing? Why is it important?) so that as he/she reads, the reader can notice and remember all of the important details.
<b>Recounts Key Details— Grade Level Complex Text</b>  2 Intermediate	The reader mentions only isolated details, leaving out big parts of the text. Instead of focusing on all three animals that he/she read about, he/she only focuses on one: the walrus.	The next step might be to teach the student to identify and name the important details across all parts of the text. He/she might think that the text is about one thing and you will need to teach the reader to look for all of the different details that pop up in a given text.
<b>Cites Key Details</b>  2 Intermediate	The student refers to the general topic of the text and also includes an isolated fact from the text in his written piece.	The next step might be to teach the student to not only identify and name some important details from a given text, but to then include such details in his or her writing when asked. He/she will need to learn how to incorporate key details in a way that fits with his/her topic.

**TCRWP Informational Writing Performance Assessment**  
**Annotated Student Work**  
**Student C**

<b>Identifies Main Topic</b>  3 Proficient	When asked to identify the main topic of a section of a given text, the reader identifies the main topic of the text and elaborates by naming important parts of the topic covered in the text. The reader shows evidence of synthesizing information across paragraphs/parts.	The student has met the CCSS.  The next step might be to teach the student to identify not only the main topic, but rather the main idea within a text. You might teach the reader to set himself/herself up to determine not only the 'what', but the 'why' in a text or excerpt of a text. The student will also need to learn to support the main idea with details from the text.
<b>Makes Connections Within a Text</b>  2 Intermediate	When asked to compare two sections from a given text, the reader describes a connection that relates to a subsection of the text, rather than a connection related to the main topics.	The next step might be to teach the student to synthesize the main topic from one part of the text to another and describe how the parts are the same, naming specific facts to support the connection. You might teach the student to stop to recall what one part is about, possibly jotting it down, then as he/she reads the next part he/she might think of what that part is mostly about to then connect the two parts.
<b>Determines Authorial Purpose/Intent</b>  2 Intermediate	When asked to think about the reason an author wrote a text, the reader names a reason based on an idea or topic from one part of the text, rather than synthesizing the whole text. This reason appears to come from his/her own point of view as a reader, with no evidence from the text.	The next step might be to teach the student to name a reason based on the main idea of the text and to then support it by evidence from the text.
<b>Compares/Contrasts Two Texts</b>  2 Intermediate	When asked to compare and contrast two texts, the reader identifies a broad similarity and difference between the main topics of two texts.	The next step might be to teach the student to identify a more precise similarity and difference about the main topic between two texts, rather than focusing on a general, less significant topic.

TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student D

Scaled Score for Writing—Level 1 (Novice)

2<sup>nd</sup> Grade Writing Sample  
'Penguins'



**Comment [c1]:**  
**Structure-Introduction/Conclusion, Level 2:**  
The writer names the topic that he or she is writing about (W.2.2).  
**Informational Reading-Cites Key Details, Level 2:**  
The reader correctly names the general topic of a given text (R.1.2.1).

Penguins



TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student D

Table of Contents		

**Comment [c2]:**  
**Structure-Organizes Information, Level 1:**  
The writer does not categorize the information into subtopics.

TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student D

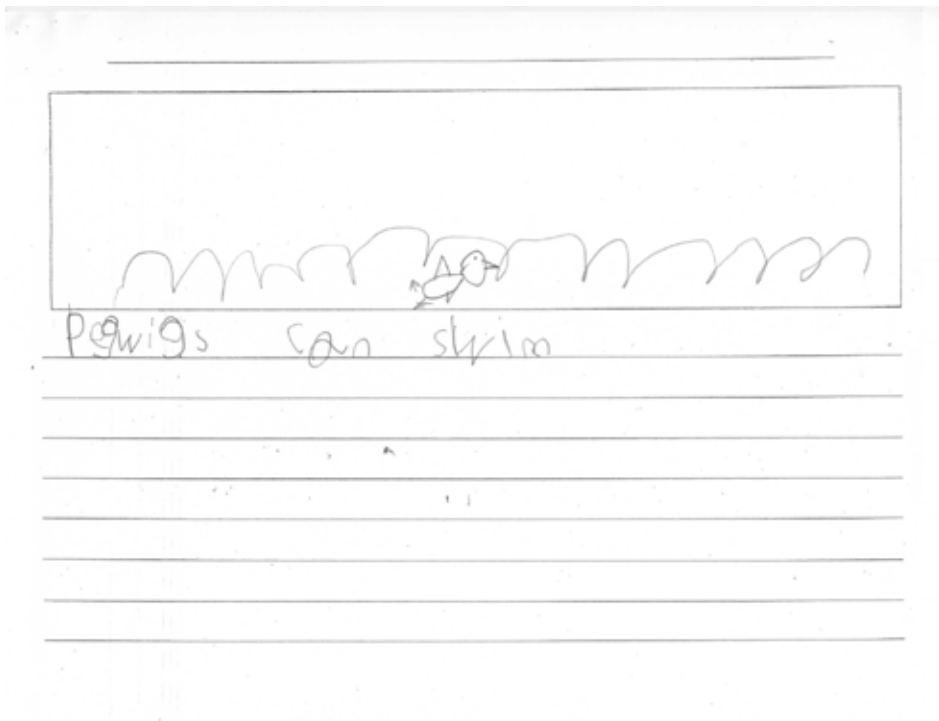


**Comment [c3]:**  
**Elaboration-Text Features, Level 1:**  
The writer includes pictures but they do not appear to be scientific.

Penguins can't fly

**Comment [c4]:**  
**Elaboration-Development, Level 1:**  
The writer includes a sparse collection of information (W.2.2).

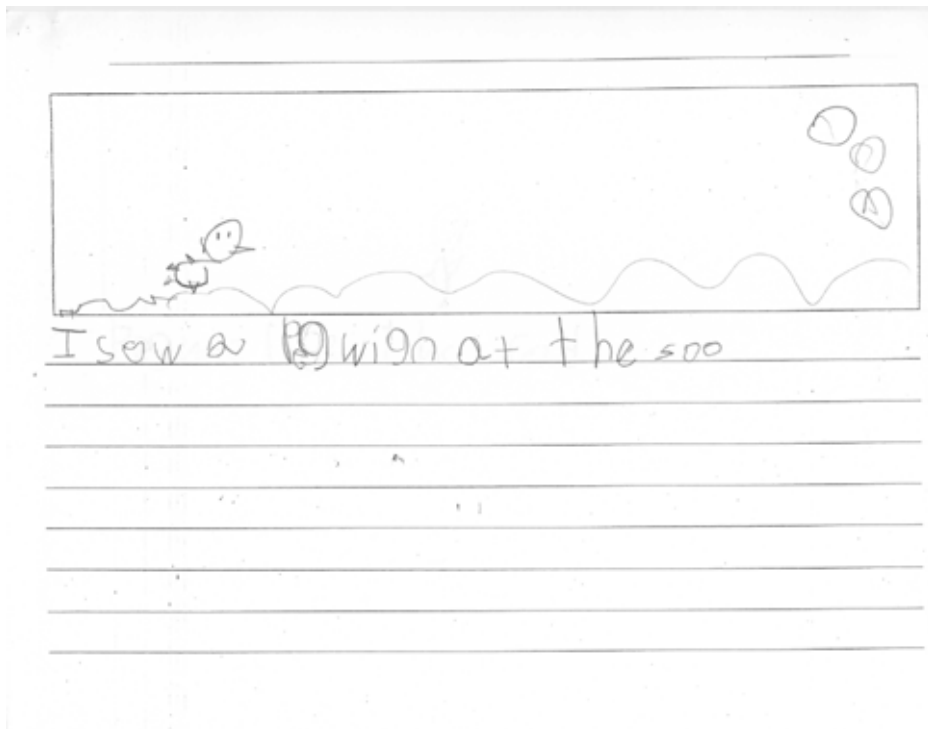
TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student D



Penguins can swim

**Comment [c5]:**  
**Elaboration-Development, Level 1:**  
The writer includes a sparse collection of information (W.2.2).

TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student D



I saw a penguin at the zoo

I saw a penguin at the zoo

**Comment [c6]:**

**Elaboration-Development, Level 1:**

The writer includes information drawn primarily from personal experiences to develop his or her topic (W.2.2).

TCRWP Informational Writing Performance Assessment  
Annotated Student Work  
Student D



Penguins like the cold

**Comment [c7]:**

**Craft-Consideration of Audience, Level 1:**

The writer includes 'stuff' about a topic usually based on anything that comes to mind.

**TCRWP Informational Writing Performance Assessment**  
**Annotated Student Work**  
**Student D**

**Summary According to Writing Rubric:**

This student is a high end Level 1 (Novice) writer according to the rubric. Although the writer did write about a topic from one of the provided sources, he/she relies on examples and facts primarily from personal experiences in order to elaborate on the topic. The writer names the topic and shows no attempt to organize the piece into appropriate subtopics or chapters that relate to the overarching topic. There are pictures that relate to the words, but do not appear to be scientific in support of the informational text.

<b>Criterion and Score Point</b>	<b>Evidence</b>	<b>Instructional Next Steps</b>  <b>To meet the CCSS the student needs to:</b>
<b>Focus</b>  2 Intermediate	The writer chooses a topic he or she knows about and includes some information about the topic. He or she does also include a narrative statement in the piece as if it is a fact.	The next step might be to teach the student to include important and/or interesting information about the topic based on his knowledge and interest in the topic.
<b>Structure— Organizes Information</b>  1 Novice	The writer does not categorize the information into subtopics.	The next step might be to teach the student organize his/her information by dividing his or her larger topic into subtopics. You might want to teach this student how to group the information that he/she wants to teach, thinking about what would go in each 'pile'.
<b>Structure— Introduction/Conclusion</b>  2 Intermediate	The writer names the topic that he is writing about.	The next step might be to teach the student to include an introduction to draw in the reader and a concluding statement that wraps up or extends the topic in some way.
<b>Elaboration— Development</b>	The writer includes a sparse collection of information drawn primarily from personal experiences to develop his or her topic.	The next step might be to teach the writer to develop his or her topic with examples, feelings and or facts, drawing

**TCRWP Informational Writing Performance Assessment**  
**Annotated Student Work**  
**Student D**

1 Novice		some information from outside sources.
<b>Elaboration— Text Features</b>  1 Novice	The writer includes pictures but they do not appear to be scientific.	The next step might be to teach the writer to include text features in an attempt to add information to his/her piece. The student is gesturing toward this by already including pictures, now it is just a matter of teaching him/her to make these more scientific.
<b>Craft— Consideration of Audience</b>  1 Novice	The writer shows little consideration for his or her audience, if any. The writer includes ‘stuff’ about a topic usually based on anything that comes to mind.	The next step might be to teach the writer to approximate a teaching tone in his or her writing, deliberately including information in an attempt to teach someone else about a topic.
<b>Informational Reading— Cites Key Details</b> <i>From the Reading Rubric</i>  2 Intermediate	When asked to include information from a given text in his or her writing, the student includes the general topic of the text, with no supporting details from the text.	The next step might be to teach the student to identify and include appropriate details from a given text referring to such things as the who, what, where, when, why and/or how.

Annotated Student Work from the  
TCRWP 2<sup>nd</sup> Grade Common Core Curriculum Assessment

Leveled Student Samples Aligned to the Reading Rubric\*

\*We have organized the leveled responses according to each skill assessed in the reading portion of the assessment. This is deliberate, since while piloting the assessment we found the individual responses to each question to be more informative for next teaching moves, rather than an overall scaled score.



## Recounts Key Details

A. What is this video about? Think about the most important things you just learned. You can ask yourself the 5W questions to help you. For example you might ask: What do they do? How do they do it? Why do they do it?

**Aligned to CCSS R.I.2.1:** Students ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

### Level 1

Penguins can jump out of the water

Penguins can jump out of the water.

### Level 2

This video tells me that they penguins swim to catch fish. They go under water and use their beaks.

This video tells me that penguins swim to catch fish. They go under water and use their beaks.

### Level 3

This video is mostly about how the mother penguins feed and get food for their babies and why do they do that? To keep the baby not hungry and warm by incubating it.

This video is mostly about how the mother penguins feed and get food for their babies and why do they do that? To keep the baby not hungry and warm by incubating it.

### Level 4

This video is about penguin Emperor penguins. The most important things are how they get food and how their life is in the Arctic. The penguins catch food because their babies need help to survive.

This video is about emperor penguins. The most important things are how they get food and how their life is in the Arctic. The penguins catch food because their babies need help to survive.

## Recounts Key Details- Grade Level Text

B. What is this chapter about? Think about the most important things you just learned. You can ask yourself the 5W questions to help you. What do they do? How do they do it? Why do they do it?

**Aligned to CCSS R.I.2.1:** Students ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

### Level 1

I learned that baby calf: a-130 pounds 5 feet long and full grown: 1,000-3,000.

I learned that baby calf: a-130 pounds 5 feet long and full grown: 1,000-3,000.

### Level 2

This chapter is about the animals that go to the water. I learned that all that all three animals enemies are human. I also learned that a full grown male walrus's pounds can go up to 1,700-3,400.

This chapter is about the animals that go to the water. I learned that all three animals' enemies are human. I also learned that a full grown male walrus's pounds can go up to 1,700-3,400.

### Level 3

The chapter mostly about sea animals. I learned the seal's enemies, which are: polar bears, killer whales, and humans. A walrus loves clams! A walrus can eat up to 6,000 clams a day! Seals can stay underwater for almost an hour without taking any breaths! The walrus loves to be close to other walrus to keep them warm! The walrus is 99-165 pounds when they are a calf. A calf is a baby walrus! The walrus nickname is called a tooth walker. Beluga whales love to sing. They use sound to talk! A baby beluga whale is also called a calf. The baby seal is called a pup! When beluga whales are babies, they are about 99-130 pounds.

This chapter is mostly about sea animals. I learned the seal's enemies which are: polar bears, killer whales, and humans. A walrus loves clams! A walrus can eat up to 6,000 clams a day! Seals can stay underwater for almost an hour without taking any breaths! The walrus loves to be close to other walrus to keep them warm! The walrus is 99-165 pounds when they are a calf. A calf is a baby walrus! The walrus's nickname is called a tooth walker. Beluga whales love to sing. They use sound to talk! A baby beluga whale is also called a calf. The baby seal is called a pup! When beluga whales are babies, they are about 99-130 pounds.

### Level 4

The chapter is about how the Arctic animals survive in the cold or the freezing water because the book says how long a seal can stay underwater. What the Arctic animals do to survive is are they stay together to fight predators. To stay safe most Arctic animals go underwater.

The chapter is about how the Arctic animals survive in the cold or the freezing water because the book says how long a seal can stay underwater. What the Arctic animals do to survive are they stay together to fight predators. To stay safe most Arctic animals go underwater.

## Identifies Main Topic

C (1). What is the main topic of this chapter? In other words, what is this part mostly about? How do you know? You can also give examples.

**Aligned to CCSS R.I.2.2:** Students identify the main topic of specific paragraphs within a text.

### Level 1

1. A female is  
a girl a female  
eats dead ~~sex~~  
and mommy  
lik me and my  
drude. and keep  
my - bray be safe  
and so does me

A female is a girl. A female eats dead [animals?]  
and mommy licks me and my brother and keeps  
my brother safe and so does me.

### Level 2

1.  
hyenas

Hyenas

### Level 3

1. This part is  
mostly about how  
hyena babies live  
with their mom, how  
they eat, where  
they and whose  
the leader of a  
group

This part is mostly about how hyena babies live  
with their mom, how they eat, where they [live]  
and who's the leader of the group.

### Level 4

1. this chapter is  
mostly mothers of  
hyenas and how  
they take care  
of their babies.  
I know that it's  
mostly about that  
because it says  
here's mom licking me  
again that means that  
the mom is cleaning  
the cub.

This chapter is mostly mothers of hyenas and how  
they take care of their babies. I know that it's  
mostly about that because it says here's mom  
licking me again that mean the mom is cleaning  
the cub.

## Makes Connections Within a Text

C (2). Think about the main topic of the chapter about hyenas and now the chapter about elephants. How are these ideas the same? How do you know? You can also give some examples.

**Aligned to CCSS R.I.2.3:** Students describe the connection between scientific ideas or concepts in a text.

### Level 1

Hyenas are not as big as elephants. I don't have as much stuff as elephants.

2. they are both about babies

Hyenas are not as big as elephants.

### Level 2-Sample B

2. The same about hyenas and elephants is that their mothers feeding them.

The same about hyenas and elephants is that their mothers feeding them.

### Level 3

2. These two page is same because they are both animals and babies. it tell about

These two page is same because they are both animals and it tell about babies.

### Level 4

2. How the two sections were connected is they are both about how parents take care of the babys.

How the two sections were connected is they are both about how parents take care of the babies.

### Determines Authorial Purpose/Intent

C (3). What is the main purpose of this book? In other words, what do the authors want us to think and/or understand about animals? How do you know? You can also give examples.

**Aligned to CCSS R.I.2.6:** Students identify the main purpose of a text, including what the author wants to explain.

#### Level 1

3. I think the  
he wants  
as to  
think  
wow  
I learned  
a lot.

I think he wants us to think wow I learned a lot.

#### Level 2

3. What they want  
me to think is  
they want to  
tell me hyenas  
are like humans.

What they want me to think is they want to tell  
me hyenas are like humans.

#### Level 3

3. because the author  
~~want~~ want us to  
know about newborn  
Animals and tell  
us where they live  
and drink and eat and  
how they grow  
up.

Because the author want us to know about  
newborn animals and tell us where they live and  
drink and eat and how they grow up.

#### Level 4

3. I think the author  
want us to understand  
that the Babys ~~are~~  
need adult to  
take care of the  
Babys.

I think the author want us to understand that the  
babies need adult to take care of the babies.

**Compares/Contrasts  
Two Texts**

C (4). Compare and contrast the important information from this text (Wolves) to this text, Big Babies Little Babies. In other words, think about what important information is the same? What important information is different? How do you know? You can also give examples.

**Aligned to CCSS R.I.2.9:** Students compare and contrast the most important points presented by two texts on the same topic.

**Level 1-Sample A**

4. there  
cool

They're cool.

**Level 1-Sample B**

4. how they are  
safe

How they're safe.

**Level 2-Sample A**

4. Same: baby  
wolves and baby hyenas  
are called pups

Same: baby wolves and baby hyenas are called pups.

**Level 2-Sample B**

4. I t is  
different  
when one  
book talks  
about wolves  
and the other one  
doesn't. They are  
the same because  
they both talk  
about animals.

It is different when one book talks about wolves and the other one doesn't. They are the same because they both talk about animals.

Level 3

Level 4

4. they are the same in this way. they both talk about baby's and how ~~that~~ the adults take care of their young and how the adults work together to take care of their young. the difference is they talk about different animals. Big babies talk about elephants and hyenas. Wolves talk about wolves.

They are the same in this way. They both talk about babies and how the adults take care of their young and how the adults work together to take care of their young. The difference is that they talk about different animals. Big Babies Little Babies talks about elephants and hyenas. Wolves talks about wolves.

4. They are both talking about their babies and how they take care of their babies for example their talking about how they help their babies for example in the wolves book when the little wolves are playing too rough the mama wolf whines to let them know.

They are both talking about their babies and how they take care of their babies. For example they're talking about how they help their babies. For example in the wolves book when the little wolves are playing too rough the mama wolf whines to let them know.



## GRADE 2 LITERACY: TCRWP READING NONFICTION AND INFORMATIONAL WRITING INSTRUCTIONAL SUPPORTS

The instructional supports on the following pages include a unit outline with formative assessments and suggested learning activities. Please see the TCRWP Curricular calendars for full details on how this unit could be integrated into the TCRWP curriculum.



# Teachers College Reading and Writing Project

## Unit Outline – Grade 2 Reading

**INTRODUCTION:** If you follow the Teachers College Reading and Writing Project (TCRWP) curricular calendar, this is the first of three units of study on nonfiction reading that you will probably teach during your second grade reading workshop (you'll support more nonfiction reading during social studies and science). This unit channels children to read a lot of accessible nonfiction texts, working to learn the main idea, key vocabulary and supporting details from those texts. Children are reading high-interest texts and until the final bend of the unit, when the emphasis shifts to reading across texts, the texts are probably not organized into text sets on specific topics. In this unit, children learn to read actively, revving their minds up to preview expository texts, and then pausing often as they read to recap and to reflect on what they have read. They work to put together the parts of a page and of a book. Eventually, they work across related texts, but mostly this work is postponed until the second nonfiction unit, when they work with text sets based on high interest topics. It is only during the final unit in this sequence that readers read informational texts about topics students do not already know and care about.

### 2<sup>nd</sup> Grade Reading: Reading Nonfiction, Reading the World

#### UNIT TOPIC AND LENGTH:

- This Nonfiction Reading unit lasts a month and is taught alongside a unit in Information Writing.

#### COMMON CORE CONTENT STANDARDS:

##### Primary Standards:

- RI 2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RI. 2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.2.10)

##### Secondary Standards:

- RI 2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI 2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- RI 2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a

# Teachers College Reading and Writing Project

## Unit Outline – Grade 2 Reading

<p>text efficiently.</p> <ul style="list-style-type: none"> <li>➤ RI 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</li> <li>➤ RI 2. 7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</li> </ul>	
<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>➤ How can I let the nonfiction books I read be my teachers, so that all the pages and pictures of those books teach me about a topic? How can I read nonfiction books with so much power that they turn me into a little expert on a topic?</li> </ul>	<p><b>GUIDED QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>➤ How can I help my students read nonfiction texts actively enough that they are getting their minds revved up before reading, gleaning information and concepts from the pages they are reading and adding this information into all they learned from earlier pages?</li> <li>➤ How can I help my students make more of a nonfiction text than that which first meets their eye? How can I help them bring their own prior knowledge to a text, see details others might miss in the pictures and words, and think between the lines of the text?</li> <li>➤ How can I help my nonfiction readers be resourceful and confident word-solvers, using a repertoire of strategies to tackle the unfamiliar domain-specific terms they meet in nonfiction texts?</li> <li>➤ How can I help my nonfiction readers begin to think across related texts, seeing ways in which several books on a topic are the same and are different?</li> </ul>
<p><b>CONTENT/SKILLS:</b></p>	

# Teachers College Reading and Writing Project

## Unit Outline – Grade 2 Reading

This unit supports many skills and you are encouraged to produce your own performance assessments to assess ongoing reading skills that may not be highlighted in the assessment that is included with this unit. You will want to also want to keep track of how your students are moving up levels through the use of running records. Therefore, this list below is certainly not exhaustive, and you will need to adapt these skills accordingly.

### Novice

- When asked to recount the important things learned from a given text, the reader makes a statement (or statements) that cannot be supported by the text and/or copies information directly from the text.
- When asked to identify the main topic of a given text (or section of a text), the reader provides no topic, provides a topic unrelated to the text, or gives misinformation.
- When asked to compare two sections from a given text, the reader describes a connection that draws upon prior knowledge rather than specific information stated in the text, if he or she is able to name a connection at all. Alternately, the reader may name an isolated fact from one part of the text without connecting it to another part of the text.
- When asked to think about the reason an author wrote a text, the reader makes a general statement of the author's intent that could apply to any text or the reader is unable to state a possible purpose.
- When asked to compare and contrast two texts, the reader states a superficial similarity or difference that could be applied to any text or the reader names an isolated fact or main topic from one text without comparing or contrasting it to the other text.
- When the reader comes to an unknown word, he or she does not attempt to determine the meaning of the word.

### Intermediate

- When asked to recount the important things learned from a given text, the reader mentions only isolated details, leaving out big parts of the text. He or she might also incorporate facts that cannot be supported by the text, perhaps drawing on prior knowledge. He or she might also synthesize and consolidate information, without referring to specifics from the text.
- When asked to identify the main topic of a given text (or section of a text), the reader names the general topic, typically in a word or two without further elaboration. If the reader does elaborate, he or she names a part of the topic that comes from a single section of the text without synthesizing information across paragraphs/parts.
- When asked to compare two sections from a given text, the reader describes a connection that relates to a subsection of the text, rather than a connection related to the main topics. He or she may refer to a fact or small part that is the same across both parts of the text, while also including irrelevant facts unrelated to the connection.
- When asked to think about the reason an author wrote a text, the reader names a reason based on an idea or topic from one part of the text, rather than synthesizing the whole text. This reason may come from his/her point of view as a reader, with no evidence from the text.

# Teachers College Reading and Writing Project

## Unit Outline – Grade 2 Reading

- When asked to compare and contrast two texts, the reader identifies a broad similarity and/or difference between the main topics of two texts. He or she identifies a similarity and/or a difference about isolated facts between two texts.
- When the reader comes to an unknown word, he or she attempts to determine the meaning of the word, relying on a single strategy to do so.

### Proficient

- When asked to recount the important things learned from a given text, the reader identifies and names the important details across all parts of the text, such as the who, what, where, when, why and/or how when appropriate.
- When asked to identify the main topic of a given text (or section of a text), the reader identifies the main topic of the text and elaborates by naming important parts of the topic covered in the text. The reader shows evidence of synthesizing information across paragraphs/parts.
- When asked to compare two sections from a given text, the reader synthesizes the main topic from one part of the text to another, and describes how the two parts are the same. He or she names specific facts from the text to support the connection.
- When asked to think about the reason an author wrote a text, the reader names a reason based on the main idea of the text and supported by evidence from the text.
- When asked to compare and contrast two texts, the reader identifies at least one similarity and difference about the main topic between two texts.
- When the reader comes to an unknown word, he or she uses multiple strategies to determine meaning.

### Above Proficient

- When asked to recount the important things learned from a given text, the reader synthesizes and consolidates, rather than simply listing key details, producing a more comprehensive and idea-based account. The reader will support this account with key details from the text.
- When asked to identify the main topic of a given text (or section of a text), the reader determines the main idea of the text and synthesizes information across paragraphs/parts. He or she supports the main idea with key details from the text.
- When asked to compare two sections from a given text, the reader crystallizes the overarching idea(s) across two parts of the text. He or she provides evidence from the text or reasons to support overarching ideas.
- When asked to think about the reason an author wrote a text, the reader crystallizes the overarching idea(s) that the author wants to explain, which may not be stated explicitly in the text itself.
- When asked to compare and contrast two texts, the reader identifies a similarity and a difference about the main idea between two texts. The reader also provides examples from the text to support his/her answer.

# Teachers College Reading and Writing Project

## Unit Outline – Grade 2 Reading

### **VOCABULARY**

- Text Features, Table of Contents, Headings, Bold Words, Glossary, Vocabulary, Facts, Main Topic, Explain, Compare and Contrast, Categories

### **ASSESSMENT EVIDENCE AND ACTIVITIES:**

#### **INITIAL ASSESSMENT : (ON-DEMAND WRITING OR PERFORMANCE ASSESSMENT- WRITING/RUNNING RECORDS OR PERFORMANCE ASSESSMENT – READING)**

As you approach this unit, you will want to plan a formative assessment that can help you tailor the upcoming unit to support your students' needs and strengths. You may decide to rely upon a quick and easy form of assessment that can be done again and again, with relative ease.

To conduct this assessment, select a grade-level-complex expository read aloud text and read the text yourself, spying on the thinking work that you find the text almost requires you, as a reader to do. Notice especially when you find the text seems to be asking for you to do some of the skill work that is represented in this unit's standards and in the post-assessment. For example, when you are reading the text, is there a place where you find yourself wanting to pause and pull together what you've learned by asking yourself that question, 'What has this text mostly taught me? That is, what has this text been mostly about?' You may want to ask, 'How does this part fit together with (and then you'll cite an earlier portion of the text.) Then again, notice if there is a place where you find yourself wondering what a text-specific vocabulary word means (or at least believe your kids will be wondering about that.) In those places in the text, you'll want to embed some read-aloud prompts. That is, at one point, you'll stick a post-it that says, 'What has this text been mostly about?' Then convene your class, read aloud to them, and in the appropriate spots, read the task and ask them to all do a quick stop and jot. You can collect and analyze these, using a rubric of sorts that you'll need to make.

### **FORMATIVE ASSESSMENT:**

Periodically during the unit, you (the teacher) will conduct a Concept of Print and Genre assessment during your one-to-one conferences. The first portion of this assessment is an adaptation of Marie Clay's famous Concept About Print assessment, used with emergent readers. You'll sit with a reader who is working with an expository nonfiction text, and you'll ask the reader to show you certain parts of the text, thereby ascertaining if the reader understands these domain specific words. Ask the reader to point to the Table of Contents, the heading, the subheading, the caption, the glossary, the Table of Contents. The next portion of this assessment is designed to give you a glimpse as to what aspects of a page and a text each of your readers actually reads--that is, attends to. Select a page that includes lots of text features--labeled diagrams, captions, a text box and so forth, and ask the reader to reach that page aloud. Does the

# Teachers College Reading and Writing Project

## Unit Outline – Grade 2 Reading

reader attend to all the parts of the page? Does the reader make an effort to integrate and look (think) across the different parts of the page. If you want, you could in a similar way, ask a reader to show you how he or she would get started reading a new expository text. Does the reader read and work with the Table of Contents, for example, and preview the text features across the text?

You will want to note readers who need special work with the features of nonfiction texts and to redo this assessment with those readers.

### FINAL PERFORMANCE TASK:

At the end of the unit, you will administer a performance assessment that assesses for both the Nonfiction Reading Unit and the Information Writing Unit in second grade. This assessment will take four periods. The children will have the opportunity to watch, listen to, and read four texts about animal families: a video, two read-aloud texts that are above grade level (N-0-P), and a text they'll read independently that is at grade-level complexity for mid-way through second grade (L). Afterwards, they will independently write an information book using what they have learned and what they already knew about animal families. *Please see the instructions for the task for full details.*

### TEACHING POINTS:

The Unit of Study write-up, attached, describes in great detail the work that students will be doing in this unit. They will be reading a variety of nonfiction leveled texts, according to their independent reading level. Below we simply list some of the teaching points that you can integrate into your minilessons or small group lessons. Obviously you can develop your own teaching points to add to this list, based on the analysis of your students' running records and responses to the performance assessments.

**Guiding Question/Bend I:** How can I help my students read nonfiction texts actively enough that they are getting their minds revved up before reading, gleaning information and concepts from the pages they are reading and adding this information into all they learned from earlier pages?

- Today I want to teach you that when nonfiction readers begin reading our books we make a quick study of the "lay of the land." That is, we glance at the table of contents, the chapter heading and the subheadings to get an idea of how the text will go.
- Today I want to teach you that just as we read fiction in a story voice, we read nonfiction with an explaining voice. This voice often explains or teaches new things.
- Today I want to teach you that nonfiction readers don't roar through texts at the speed of lightning. We pause often to collect our thoughts about what we're learning and we put all we learned about a topic into different mental containers.
  - Tip: We can use the section headings to help us do this or even create our own

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## Unit Outline – Grade 2 Reading

section headings for our books when they don't have any!

- Today I want to teach you that nonfiction readers know that text paragraphs have one special sentence within them that tell us the topic of what that entire paragraph is about, and we train our minds to pick out these topic sentences.
- Today I want to remind you of some of the ways that readers can retell our nonfiction texts to our partners.
  - We retell our texts across our fingers, teaching what we have learned
  - We can also retell by using special transition words like, "Or, and, however and but..."
- Today I want to remind you that partners don't just retell our non-fiction books to each other. We can also ask each other questions to make sure we understand. First, readers teach our partners about what we have learned and then we ask questions like, "What does that really MEAN?" and "Can you give an example of that information?"
- Today I want to remind you that non-fiction readers use phrases that help to create a list of things we learned. We can say things like, "One kind of \_\_\_\_\_ is... Another kind is... The last kind of \_\_\_\_\_ I learned about is..."

**Guiding Question/Bend II:** How can I help my students make more of a nonfiction text than that which first meets their eye? How can I help them bring their own prior knowledge to a text, see details others might miss in the pictures and words, and think between the lines of the text?

- Today I want to teach you that nonfiction readers read more than just the words on the page. We 'study' and 'read' pictures too. We figure out how these pictures connect with or add to the words on the page.
  - Tip: We look carefully at the details of the picture and we read the labels, the headings, the side-bars and any other words that will help us to understand exactly what this picture is telling us and how it connects to the words we're reading.
- Today I want to remind you that sometimes we find pictures without any text. When this happens we search for words to explain what the picture is teaching.
- Today I want to teach you that reading is not a one-way highway. Nonfiction readers don't just take texts in. We come out with questions and ideas in response. It is two-way traffic! When readers pay attention to and jot down all the thoughts and questions that we have as we read, we can grow bigger ideas.
- Today I want to remind you that nonfiction readers can push ourselves to respond to the new things we are learning. We can respond on post its or mini-pads to the new things we're learning, we don't just copy down the words on the page. We jot things like "This makes me think.... This makes me wonder.... This is just like.... This surprises me because..."
- Today I want to remind you that nonfiction readers don't just ask questions, we also work hard to answer them. When we have a question about our topic that the page doesn't answer, we hunt elsewhere in the book...Or we pick up another book to find it!
  - Tip: We can use the table of contents and the index in this book and in others books to find answers!



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## Unit Outline – Grade 2 Reading

**Guiding Question/Bend III:** How can I help my nonfiction readers be resourceful and confident word-solvers, using a repertoire of strategies to tackle the unfamiliar domain-specific terms they meet in nonfiction texts?

- Today I want to teach you that when readers come across a hard word in our nonfiction texts, we use all we know to figure out what it might mean.
  - Tip: We can figure out what words mean by reading a little further, consulting the pictures and the text-bars on the page, checking for a glossary or simply fitting another word in the place of the hard word and then reading on.
- Today I want to teach you that when readers come across a tricky word in our non-fiction texts, we remember the many strategies we used when we read fiction books to help us.
  - We use the charts in the room and think of all the different ways we already know to figure these words out. We ask ourselves, "What word would sound right here? What kinds of words would make sense?"
- Today I want to teach you that when readers come across a hard word in our nonfiction texts, we try to pronounce it reading it part by part, and then check the text features- pictures, captions, labels to help them figure out what it means.
- Today I want to tell that sometimes readers will come across a hard word in our nonfiction texts and we may try every strategy we know to figure it out but still not understand what it might mean. When we've tried and we still are unsure, we jot it down on a post it and try to figure it out with our partners.

**Guiding Question/Bend IV:** How can I help my nonfiction readers begin to think across related texts, seeing ways in which several books on a topic are the same and are different?

- Today I want to remind you that when we are members of a reading club, we talk to other club members and plan what the work our club will do. One thing that reading clubs might plan is to jot notes on the ideas and the questions we have as we read the books on our topic. At the end of our reading, we can collect these post-its in our Club Folder.
- Today I want to tell you that readers in a club can choose one Post-it in our club folder and talk for a long time about it. When we are finished, we can choose another Post-it to talk about.
- Today I want to teach you that nonfiction readers often read more than one book on topics we love. Then we can compare and contrast the information. We note the ways in which different books on the same topic are organized. We also note that they give us different angles and details about the same topic.
- Today I want to teach you that nonfiction readers grow our understanding of a topic by reading many books on it. When we read the second, third and/or fourth book on a topic, we mix and match what we're reading now with what we read before to grow a more complete understanding of this topic. One way nonfiction readers mix and match information across books is by making quick notes.
- Today I want to tell you that club members can celebrate all we've learned by collecting our big ideas and notes about our new learning and creating a poster or big book page



# Teachers College Reading and Writing Project

## Unit Outline – Grade 2 Reading

highlighting our new thinking.

### RESOURCES:

- Books: Just right books (may be a level or two between students' fiction-reading level)
- Books: Illustrated texts, books with labeled diagrams, with gorgeous photographs, books with a table of contents, an index, headings and subheadings, tables and charts, text sidebars and information boxes.
- Text: *From Field to Flowers* (National Geographic, Windows on Literacy)

# Teachers College Reading and Writing Project

## Unit Outline – Grade 2 Writing

**INTRODUCTION:** Think about the reading and writing that *you* do. You probably read the newspaper, some blogs, emails, books pertaining to your teaching, web sites about upcoming events...all these texts fit under the broad category of informational texts. And a good proportion of the texts that you write, too, are informational texts: lesson plans, records of student work, handbooks for your class, and blogs about your interests. It makes sense, then, that the school year provides youngsters with ample opportunities to develop themselves as people who make informational texts.

If you follow the Teachers College Reading and Writing Project (TCRWP) curricular calendar, this is the first in a sequence of units within the second-grade year, all designed to support students' journey towards proficiency in writing informational texts about a subject which they have studied. This particular unit asks each student to write these texts about a subject on which he or she has already developed expertise (but continues to research more in preparation for this writing). A later unit supports students as they write informational texts about a topic on which they are just developing expertise.

Most of your second graders will approach this unit having already studied informational writing in previous years, probably producing texts that, at the start of second grade, are Level 4 or 5 in the Reading and Writing Project's Continuum of Informational Writing. The New York P-12 Common Core Learning Standards call for second graders to be able to produce texts that are at least Level 5, by the end of the year. Specifically, the Common Core calls for students to write informative texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. The Standards also expect students to be able to focus on a topic, strengthening their writing through revision and editing with the support of adults and peers. During this unit, your students will write not only to record information but also to draw readers to care about a topic. They will learn that when writing to teach readers, the form and tone of the writing reflects this purpose.

### 2<sup>nd</sup> Grade Writing: Expert Projects—Informational Writing

#### UNIT TOPIC AND LENGTH:

- This Expert Projects unit lasts a month and is taught alongside a unit in Nonfiction Reading.

#### COMMON CORE CONTENT STANDARDS:

##### Primary Standards:

- **W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- **W.2.5** With guidance and support from adults and peers, focus on a topic and

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## Unit Outline – Grade 2 Writing

<p>strengthen writing as needed by revising and editing.</p> <p>➤ <b>W.2.7</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	
<p><b>ESSENTIAL QUESTIONS:</b></p> <p>➤ How can I use everything I know from studying how other authors write informational books to learn to write informational books that are well-organized and informative and lively? How can I bring the important information I already know about a topic and also information I learn by studying my topic into my writing so not only my reader learns a lot, but I do, too?</p>	<p><b>GUIDING QUESTIONS:</b></p> <p>➤ How can I help students plan (and revise their plans) for writing a well-organized information book on a topic of personal expertise, using a Table of Contents to break their topic into sub-topics and thinking about the kind-of-writing each sub-topic (and each chapter) requires?</p> <p>➤ How can I help writers fill themselves with a sense of the genre, of their topic, and of their readers, and write fast and furious, writing one chapter after another after another?</p> <p>➤ How can I teach the qualities of good informational writing and revisions strategies so that writers shift between writing and revising, and in this way ratchet up the level of chapters they've already written and those they are just about to write?</p> <p>➤ How can I help students use research to deepen their knowledge about a topic and then integrate what they have learned into their texts?</p> <p>➤ How can I help students polish their writing through editing and formatting, to make it more conventional, clearer, and more appealing to readers?</p>
<p><b>CONTENT/SKILLS:</b></p> <p><b>CONCEPTS</b></p> <p>1. Writers learn to adapt the writing process that they've been using for narrative writing to information writing, and they learn that the writing process can be cycled through quickly, with a</p>	

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## Unit Outline – Grade 2 Writing

writer shifting between rehearsal, drafting, revision and editing within a day or two, as is usual for k-2 writers, or with writers working for a more prolonged period of time on a single piece of writing, as writers do in this unit. Because this month-long unit supports students in writing one single book comprised of many chapters, writers will shift between drafting and revision well before completing a “first draft,” revising some chapters and then ratcheting up expectations for forthcoming chapters.

2. Writers learn that the qualities of good writing are not very different whether they are writing narrative or expository texts. Writers still focus, asking, “Of all I could say, what specific subject am I going to zoom in on?” Writers still write with tiny specific details, elaborating to make a subject come to life for readers, to show it and not just summarize it. Writers still structure the writing—only this time the structure is not that of a story but instead, it involves subtopics and categories of information.

3. Writers continue learning to write for readers, this time writing especially in ways that will teach readers. Writers revise to make their writing more informative, more structured.

### QUALITIES OF GOOD WRITING

Novice: A sparse collection of information and/or facts related to a topic

- When asked to produce an informational or “all about” or “teaching” text, the writer uses representational drawings and written words (and often, oral commentary) to tell readers “all about” a topic.
- Each page (or each part) of the text tells something at least tangentially related to a topic.
- Most pages tend to tell about a different sub-topic or aspect of the overall topic, although pages may also contain an amalgam of information on the topic. There is a sense that the writer writes one part of the text, the book, then thinking, “What else could I put in about this topic?” and includes another part, with the text emerging in a piecemeal fashion rather than according to plan.
- The text tends to be sparse.
- When nudged to do so, the writer revises by adding to the drawing, to the oral retelling, and sometimes to the written words. The writer may add more information, answer questions, or add more pages/parts.

Intermediate: A collection of information, focused on one topic, some of which has been elaborated upon

- When asked to write an informational or “all about” or “teaching” text, the writer chooses a topic he or she knows about.
- The writer uses page-divisions as a scaffold to divide his or her content into categories, each addressed in a different chapter or on a different page. The resulting text may seem as if it has been created in a piecemeal “What else do I know?” fashion, rather than following a pre-decided plan, but it is divided into chunks.
- The writer elaborates on the topic with examples, feelings, and/or facts.
- When nudged to do so, the writer includes a few nonfiction features, such as captions, diagrams, headings, and lists. Includes details and information that begins to show

# Teachers College Reading and Writing Project

## Unit Outline – Grade 2 Writing

instead of just tell. When prompted, includes simple facts researched from books, artifacts, and/or media.

- Includes simple domain-specific vocabulary.

**Proficient:** A more developed nonfiction text that follows an expository structure

- When asked to produce an informational or “all about” or “teaching” text, the writer appears to choose a topic he or she knows and also cares about, and to approach the task intending to teach important and/or interesting information, ideas, and opinions about the topic.
- The writer seems to use page divisions (or something similar) as a way to divide his or her larger topic into subtopics, with each subtopic addressed in a different chapter/page/part. There is some evidence that the writer pre-planned an overall design for the text, although it is likely that the writer ended up adding onto the original plan in an ad hoc fashion that probably interfered with the plan. Still, there is some evidence that the writer made an effort to sequence the parts into some order. The content within any particular part is not apt to be sequenced in any deliberate fashion.
- As at the intermediate level, the writer elaborates on the topic with examples, feelings, memories, thoughts, and/or facts. Now some of these bits of elaboration will be more developed than others, with at least one of them spanning more than a single sentence. That is, the writer may summarize an example to illustrate a point, and that example may be told in a few sentences.
- The writer sometimes links bits of elaboration (facts, examples, descriptions) with simple transition words such as “also,” “and,” “but,” or “then.”
- The writer writes an introductory sentence or two. It probably seems that the writer is using this introductory part of the text to hook the reader, often raising a question, sharing an especially interesting fact, or speaking directly to the reader.
- The writer includes an ending sentence or two. This ending probably conveys an effort to wrap up or to connect with readers.
- The writer is apt to incorporate a few nonfiction features into his or her text such as a Table of Contents or headings, captions, labeled drawings, or a glossary.
- At least when nudged to do so, the writer includes details (perhaps only in the picture) that seem to be included so as to help readers picture the topic or understand the subject, or to answer their questions. There may be evidence that the writer also attempts to engage readers by using a conversational tone and authorial asides.
- The writer has included relevant information drawn from outside sources such as books, visits, discussions, or media. This includes domain-specific vocabulary. This information is often undigested.

**Above Proficient:** A more developed nonfiction text that not only covers a topic, but also raises ideas or concepts related to the topic.

- When asked to produce an informational or “all about” or “teaching” text, the writer chooses a topic he or she knows and also cares about, and is able to include main points that not only support the topic but also begin to raise an idea or concept about the topic.
- As at the proficient level, the writer seems to use page divisions (or something similar) as

# Teachers College Reading and Writing Project

## Unit Outline – Grade 2 Writing

a way to divide his or her larger topic into subtopics, with each subtopic addressed in a different chapter/page/part. There is some evidence that the writer made an effort to sequence the parts into a deliberate order. Also the subtopics not only included related information to the topic, but also to the ideas and concepts raised about the topic as well.

- It is likely that as the writer elaborates on the topic with examples, feelings, memories, thoughts, and/or facts, to not only add details to support the topic but also to convey ideas and concepts around the topic.
- The writer will begin to use transition words such as “also,” “and,” “but,” or “then” effectively, to create a smooth and organized piece.
- The writer includes an introductory statement that not only attempts to engage the reader, but also provides a preview of the main points discussed in the piece.
- The writer includes a conclusion that restates the topic and main points. He/she may also use this concluding section to build further on the topic or ideas raised in his or her piece.
- The writer is apt to utilize nonfiction features into his or her text in a deliberate way, enhancing the information and intent of the piece.
- The writer includes details, action words, or direct-address to the reader in an effort to speak to the reader. He or she is likely to engage the reader by using a conversational tone and authorial asides.
- As at the proficient level, the writer has included relevant information drawn from outside sources such as books, visits, discussions, or media. This includes domain-specific vocabulary. This information is often undigested.

### WRITING PROCESS

#### Novice

- When asked to generate ideas for an informational text, and when given instructional supports such as one or two generating strategies, writers can come up with at least one and probably more possible topics and can start writing about a part of that topic, perhaps later generating another part of the topic on the fly while writing. Writers need one-on-one support if, instead of simply starting to write whatever part of the topic comes to mind, they instead pre-plan parts of the topic they will write about.
- After being channeled to say aloud what they’ll write on their first page (usually to a partner), writers can draw and write that page, and then, if given more time to say what else they might write, they can produce a second and perhaps a third page. Although these writers can be encouraged to produce a book a day about their topic, they will sometime fall short. Each page in their books will be under-developed, with little detail.
- When supported through a one-to-one conference, writers will look back at their text in order to add to their work in response to suggestions or direct questions. Often the additions are made in drawings or labels.
- When nudged, writers look back at their writing and try to reread it, using one-to-one matching. They pause mid-way as they do this to add more letters so as to better capture the sounds they hear in a word. They note places where they’ve omitted words or for other reasons, the text makes no sense, and they fix up these portions.

# Teachers College Reading and Writing Project

## Unit Outline – Grade 2 Writing

### Intermediate

- When asked to generate ideas for an informational text, writers can identify a topic (or several topics) and with some teacher support (such as a class demonstration of strategies for doing this), they can come up with possible parts of the topic to write about. The parts are not apt to be parallel or comprehensive, some may be only tangentially related, and writers may not actually have the information needed to address all these parts.
- After being channeled to say aloud what they'll write, perhaps just to themselves while touching the pages on which they'll write, writers can focus on their drawing and writing for about 15 minutes. If channeled to reread, and then to say aloud what they'll write next, they tend to double the amount of writing time. With rallying comments, these writers can produce a book a day, with each page containing at least three to four sentences.
- When nudged, writers reread their work and revise primarily by adding information to the end of pages. These additions may not seem to an outsider to be especially important, and some of the additions probably make the text less clear and focused.
- When nudged, writers reread their work with one-to-one matching, noting places where their spellings are hard to decipher and trying these again, noting instances when they didn't spell high frequency words correctly and fixing these, adding capitalization and ending punctuation. With support, these writers reread also to notice and fix places where the text seems randomly organized, where information is included that doesn't belong, and places where readers will generate some predictable questions.

### Proficient

- When invited to write an informational text, writers draw on strategies for generating ideas or otherwise identify areas of personal expertise and interest. They may imagine an audience for their writing, thinking about what they know that others may want to learn. With light supports such as a blank page formatted as a table of contents page and/or opportunities to talk with a partner, they can plan some possible parts or chapters for their text. Some of the parts are apt to be parallel, and writers seem accustomed to working within common sub-topics.
- After choosing a topic, writers can set to work, not necessarily needing the scaffold of saying-aloud what they'll write. If writers talk prior to writing, they may be practicing saying something in a way that will draw readers in or otherwise sound good. Writers may or may not sketch before writing. They tend to work on more ambitious projects where the work spans more than one day, with approximately 6-7 sentences on a page.
- Writers reread their work and revise by adding more information (both at the ends of pages and after sections that need more clarification). With one-to-one support, writers can also be helped to see information that does not fit the topic or sub-topic, and may consider ways to make portions of the writing more engaging for readers.
- Writers reread their work with one-to-one matching, noting places where their spellings are hard to decipher or they spelled high frequency words wrong, and using resources such as word walls and strategies such as looking at spelling patterns to fix these, also adding capitalization and ending punctuation. They also reread to notice and fix places where the text seems randomly organized, where information is included that doesn't belong and where readers will generate predictable questions.



# Teachers College Reading and Writing Project

## Unit Outline – Grade 2 Writing

### Above Proficient

- When invited to write an informational text, writers draw on strategies for generating ideas or otherwise identify areas of personal expertise and interest. They consider their audience for their writing, thinking about what they know that others may want to learn and how they might effectively convey that information to a reader. When given opportunities to talk with a partner, they can plan some possible parts or chapters for their text. Some of the parts are apt to be parallel, and writers seem accustomed to working within common sub-topics.
- If writers do talk prior to writing, they may be practicing saying something in a way that will draw readers in or otherwise sound good. Writers may or may not sketch before writing. As at the proficient level, they tend to work on more ambitious projects where the work spans more than one day, with approximately 6-7 sentences on a page.
- Writers reread their work and revise not only adding more information to pages and sections, but also removing information that does not fit the topic or sub-topic. These revisions are likely to not only involve the content of the piece, but the craft as well.
- Writers reread their work with a specific lens to edit, noting places where their spellings are hard to decipher or they spelled high frequency words wrong, and using resources such as word walls and strategies such as looking at spelling patterns to fix these on their own.

### VOCABULARY

Preface, Appendix, Table of Contents, Headings and sub-headings, Captions, Focus, Compare and contrast, Similarities and differences, Expertise Artifacts

### ASSESSMENT EVIDENCE AND ACTIVITIES:

#### INITIAL ASSESSMENT : (ON-DEMAND WRITING OR PERFORMANCE ASSESSMENT- WRITING/RUNNING RECORDS OR PERFORMANCE ASSESSMENT – READING)

As you approach this unit, you will want to plan a formative assessment that can help you tailor the upcoming unit to support your students' needs and strengths. You may decide to rely upon a quick and easy form of assessment that can be done again and again, with relative ease.

To conduct this assessment, ask students to write an on-demand information book, prompting them with the question, “Think of a subject you know a lot about and write a book to teach others, using what you know about nonfiction.” Give them a period to write without additional prompting or assistance, and then study the writing they produce to see what they already know and what they are ready to learn next. For example: do they know how to use nonfiction text features? Is the information organized into logical chapters? Is there organization within each chapter?



# Teachers College Reading and Writing Project

## Unit Outline – Grade 2 Writing

### **FORMATIVE ASSESSMENT: (CONFERENCE NOTES AND SMALL GROUP, POST-ITS, WRITER'S NOTEBOOKS, ETC.)**

During the unit, you (the teacher) will observe students while they write and have conversations about their texts, as well as look at notes from your one-to-one conferences. You will use these observations to create small groups of students who meet several times for additional instruction on a specific skill. You will also use your observations to guide your planning as you decide what teaching points to use in whole-class instruction throughout the unit.

### **FINAL PERFORMANCE TASK:**

At the end of the unit, you will administer a performance assessment that assesses for both the Nonfiction Reading Unit and the Information Writing Unit in second grade. This assessment will take four periods. The children will have the opportunity to watch, listen to, and read four texts about animal families: a video, two read-aloud texts that are above grade level (N-0-P), and a text they'll read independently that is at grade-level complexity for mid-way through second grade (L). Afterwards, they will independently write an information book using what they have learned and what they already knew about animal families. *Please see the instructions for the task for full details.*

### **LEARNING PLAN & ACTIVITIES: (TEACHING POINTS)**

The Unit of Study write-up attached describes in great detail the work that students will be doing in this unit. They will be writing, drafting and revising many chapters throughout the unit to create informational books. Below we simply list some of the teaching points that you can integrate into your mini-lessons or small groups. Obviously you can develop your own teaching points to go along with what you'll find below based on looking at student writing and where in particular your students fall along the set of skills necessary for 2<sup>nd</sup> graders.

**Guiding Question One: How can I help students plan (and revise their plans) for writing a well-organized information book on a topic of personal expertise, using a Table of Contents to break their topic into sub-topics and thinking about the kind-of-writing each sub-topic (and each chapter) requires?**

- When writers are going to be working for a long time on one piece of writing, we sometimes generate lists of possible topics and then choose from among them.
- Writers of information books make plans about how our books will go. We come up with ways to divide the content into parts that will make sense to the reader.
- Writers of information books take a bit of time to think about the kind-of-text we are writing in a chapter, and then we choose our paper carefully so we are organizing our writing in a way that will work, right from the start.

**Guiding Question Two: How can I help writers fill themselves with a sense of the genre, of their topic, and of their readers, and write fast and furious, writing one chapter after another and another?**

# Teachers College Reading and Writing Project

## Unit Outline – Grade 2 Writing

- Once we have a plan, writers begin writing up a storm, moving to a new chapter as soon as we have finished one.
- Writers of information books often start with an introduction to get our readers (and ourselves) excited and curious about a topic.
- Writers of information books study how information books work and how they are organized. When we study how these books work, we can plan how we want our books to go.
- Writers of all-about books "show don't tell" in much the same way that fiction writers do. One way we can do this is to use examples, often written in little scenes, to help readers visualize information.

**Guiding Question Three: How can I teach the qualities of good informational writing and revisions strategies so that writers shift between writing and revising, and in this way ratchet up the level of chapters they've already written and those they are just about to write?**

- As we write, we sometimes pause to become readers, too, rereading our writing and asking, "Does everything go here, or does some of what I have written go on another page, or outside this book altogether?"
- Just as writers have looked at the book as a whole to decide out table of contents—what parts go where—we also look at each chapter and think, "What will the table of contents be for this chapter?"
- Writers reread drafts looking for missing pieces, for claims that we haven't yet supported, and for questions readers will have that have yet to be answered.

**Guiding Question Four: How can I help students use research to deepen their knowledge about a topic and then integrate what they have learned into their texts?**

- Researchers can use artifacts to find new information to add to our books. We can do this by studying them closely, observing them, asking questions, and trying to come up with answers to these questions.
- Researchers find or make places for the new information we find to go in their books. Sometimes we find a chapter in our book for the information to fit, and other times we make a new chapter.
- Researches switch seamlessly between the writing-to-think activities we know. These might include: asking questions and trying to find answers, observing objects, and looking at our topic through one lens and then another.
- After adding in research, writers reread and fix up our work to make sure it all makes sense, crossing out parts that "don't go" and fixing parts that are confusing.

**Guiding Question Five: How can I help students polish their writing, through editing and formatting, to make their writing more conventional, clearer, and more appealing to readers?**

- Writers find ways to make important information pop out to the reader. We can underline important words or write them in bold.
- Writers can make a system to teach important vocabulary to our readers, like making

# Teachers College Reading and Writing Project

## Unit Outline – Grade 2 Writing

vocabulary text-boxes or including a glossary.

- Writers can study mentor texts to get ideas about what to include on our front and back covers. As we are studying mentor texts, we can ask ourselves, "What features is this writer using that I might use?", "How do these features help the reader?"
- Writers punctuate in powerful ways and use commas strategically in our writing.
- We want our books to be appealing and educational for our audience. As we get ready for our Expert Presentations, we can reread our book one more time, add color to our pages, and decide on which parts of the book are most important to point our reader to, like titles and text features.

### RESOURCES:

- Books: Just right books, mentor texts, short informational texts
- Text: *Earthworms* by Claire Llewellyn
- Text: *Bugs! Bugs! Bugs!* by Jennifer Dussling
- Text: *Surprising Sharks* by Nicola Davie
- Website: [infoquest.com](http://infoquest.com)
- Website: [billnye.com](http://billnye.com)
- Website: [scholastic.com/magicschoolbus](http://scholastic.com/magicschoolbus)



## GRADE 2 LITERACY: TCRWP NONFICTION READING AND INFORMATIONAL WRITING SUPPORTS FOR ENGLISH LANGUAGE LEARNERS

# GRADE 2 LITERACY: TCRWP NONFICTION

## READING AND INFORMATIONAL WRITING

### Supports for ELLs

#### Part I

##### Pre-Reading

- Refer to the *ELL Considerations for Common Core-Aligned Tasks in English Language Arts* to build essential vocabulary that ELLs need to comprehend the reading of *Big Babies Little Babies* and *Wolves* as well as the viewing of the penguin video.
- Use a vocabulary graphic organizer, such as the one below, that can assist ELLs as they acquire vocabulary:

Word:
Definition:
Sentence:
Illustration:

- Encourage students to refer to dictionaries, picture dictionaries and native language dictionaries as they complete their graphic organizers. (Note: dictionary skills should be taught beforehand.)
- Remember that the way in which the organizer is completed by the students may differ due to varying levels of the students' English language proficiency. For example, a beginner ELL may fill in short answers in English and his/her native language as well as draw pictures; an advanced ELL may use more vivid vocabulary and refer to dictionaries.

##### During Reading

- Use a Think-Pair-Share to assist ELLs in making connections to the books and video. Provide students with prompts giving them sufficient time to think and write a quick response, after

which students should work in pairs to share their ideas. The teacher can follow this with a group share.

- When ELLs are at beginning and low intermediate levels of English proficiency, allow them to complete this task in their native languages.
- Be sure that the text is in big book format or on an interactive screen in order to facilitate interaction between the text and the student. In addition, reference visuals in the text to provide context.
- Show the video with captions in English or the native language. This will allow for students to read vocabulary with which they might otherwise be unfamiliar.
- Allow time to explicitly teach ELLs the features of a nonfiction text such as table of contents, index, headings/subheadings, bold print, pictures, captions and glossaries through the exploration of the text.

## Part II

### Preparing for the Video

- Pre-teach conceptual vocabulary that is essential to completing the task when viewing the video. Vocabulary taught should allow the students to answer who, what, where, when, why and how.
- Use a Think-Pair-Share activity to invite students to talk while the video is paused. Have students name and discuss the responses to who, what, where, when, why and how.
- Further scaffold this activity by providing students with sentence starters that include responses to who, what, where, when, why and how in order for the students to develop mastery of the vocabulary.
- Provide the note-taking matrix below to students in order to clarify where they should concentrate their focus while viewing the video.

**Title of Video:** \_\_\_\_\_

<b>Who?</b>
<b>What?</b>
<b>Where?</b>
<b>When?</b>

<b>Why?</b>
<b>How?</b>

- Prior to having ELLs independently read the chapter “By Sea,” allow them to revisit the features of a nonfiction text found in this book using the Nonfiction Text Features Matrix below:

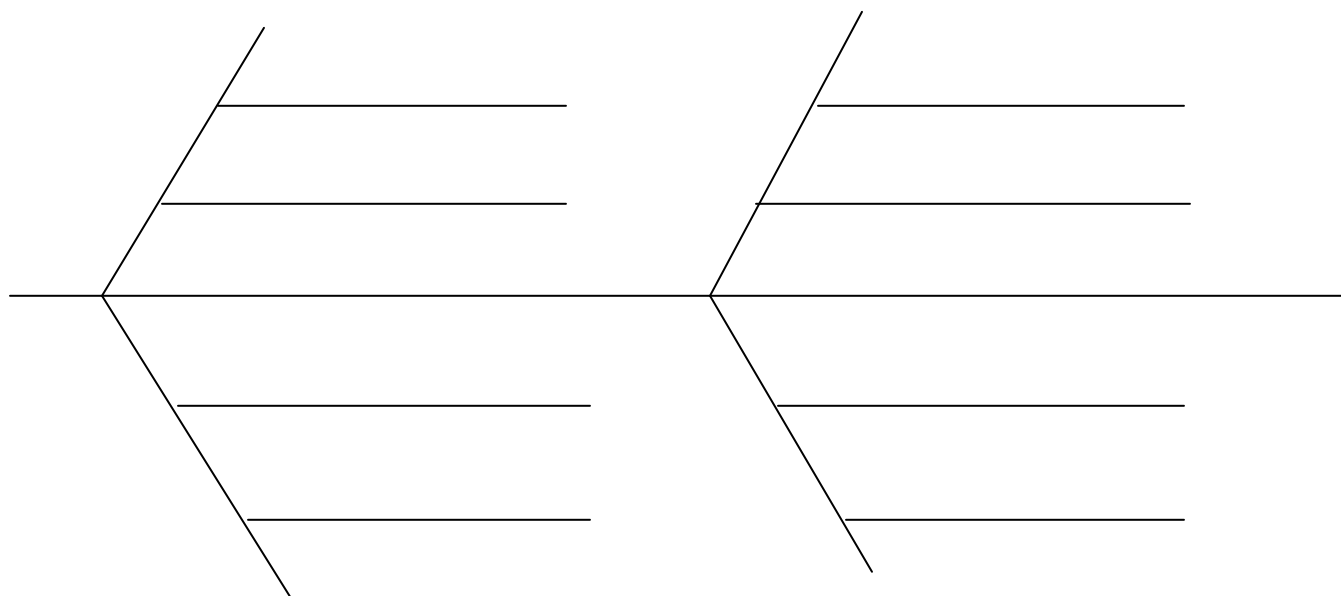
Nonfiction Text Features	Check (v) If the feature is present	Page(s)
Table of Contents	<input type="checkbox"/>	
Headings	<input type="checkbox"/>	
Index	<input type="checkbox"/>	
Bold Print	<input type="checkbox"/>	
Pictures with Captions	<input type="checkbox"/>	
Glossary	<input type="checkbox"/>	

- Provide the note-taking matrix to the students to use during their independent reading of the chapter “By Sea” In *Amazing Arctic Animals*, which will establish a purpose for reading.

### Part III

- Record main ideas and key details in a shared class Fishbone Chart (see below) as chapters of *Big Babies Little Babies* are discussed. The completion of the chart should be accomplished through a teacher-led discussion. This chart should be placed in an area visible to students in order for them to refer to it throughout the unit.
- Use a Think-Pair-Share activity to invite students to talk about the main ideas and supporting details throughout the exercise.
- Provide students with sentence starters in order to scaffold the Think-Pair-Share. Some examples are
  - I think the author’s message in this chapter is....
  - One detail that supports my thinking about the main idea is....
  - The author is trying to say....

### Fishbone Chart



- Allow ELLs to complete the *Big Babies Little Babies* section of the Compare-and-Contrast Matrix (see below) prior to reading the excerpt from *Wolves*.
- Use student responses to monitor student understanding of the text.
- Allow ELLs to complete the *Wolves* section of the Compare-and-Contrast Matrix both during and after the reading of the selection.

Compare-and-Contrast Matrix		
	<i>Wolves</i>	<i>Big Babies Little Babies</i>
Who?		
What?		
When?		



<b>Where?</b>		
<b>Why?</b>		
<b>How?</b>		

- Introduce concepts of comparing and contrasting.
- Use the matrix above to generate a discussion about the similarities and differences found in the two texts. Allow ELLs time to discuss in English and the native language (in pairs or in small groups) and share their findings with the whole class.
- Have students complete the Nonfiction Text Features Matrix for each of the nonfiction books used in the class. Use these to monitor student understanding and generate small group discussion.

#### **Part IV**

##### **Preparing for the Video**

- Pre-teach vocabulary that will be needed to comprehend the alligator video when it is viewed.
- Use a Think-Pair-Share activity to invite students to talk while the video is paused.
- Further scaffold this activity by providing students with sentence starters that include responses to who, what, where, when, why, and how.
- Allow students to view the video with captions in English and/or the native language. This will allow students to read vocabulary with which they might otherwise be unfamiliar.
- Allow students to jot down ideas in English and/or their native languages as they view the video clip.
- Encourage students to use the framework of who, what, where, when, why and how as they organize the ideas they are jotting down.
- Allow students to use the native languages during this exercise.
- Provide students with visuals of the components of nonfiction texts listed on the chart. For example, provide laminated samples with clearly labeled components of nonfiction books, such as a table of contents, captions, headings, and subheadings. Students can reference these throughout their independent writing.
- Have ELLs revisit the graphic organizers they completed throughout the unit in order to make a decision on which topics they are going to choose for their information books.
- Hold individual student conferences with ELLs in order to ensure they have made a well-informed decision when choosing their topics.

- Provide students with a variety of graphic organizers in order to assist them in the structure and organization of their information books. Some students might need the teacher to support them as they begin to decide where the components will be placed.



## GRADE 2 LITERACY: TCRWP NONFICTION READING AND INFORMATIONAL WRITING SUPPORTS FOR STUDENTS WITH DISABILITIES

# GRADE 2 LITERACY: TCRWP NONFICTION

## READING AND INFORMATIONAL WRITING

### **Instructional Supports for Students with Disabilities using UDL Guidelines**

#### **Background Information**

Learners should be provided with flexible options in the ways in which information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged.

Provide options for self regulation:

- Provide prompts, reminders, guides, rubrics, and checklists that focus on:
  - Self-regulatory goals like reducing the frequency of aggressive outbursts in response to frustration
  - Increasing the length of on-task orientation in the face of distractions
  - Elevating the frequency of self-reflection and self-reinforcements

These checkpoints will be consistent throughout all tasks within this unit and within the general classroom environment.

**Notes:** When using white boards or creating hand-outs (font size and color can be varied for students with visual and attention differences, for students who require assistance with organization--columns, rows, color-coding, graphic organizers, outlines can be used)

#### **Day 1: Preparing Students**

Activate or supply background knowledge through multisensory approach. Provide multiple means of representation to assess students' prior knowledge.

**Provide options for language – Incorporate multiple media illustrations to ensure the text is more comprehensible**

- Do a picture walk of the excerpt of the text ***Big Babies, Little Babies*** on pages 22-23 and 42-43 (a document camera may be used to project the pictures in this book)
- Allow students to orally describe what they see in each picture and document their responses relative to animal families (e.g., teacher writes phrases, key words and/or sketches solicited from students on chart, overhead transparency, paper projected on a document camera, color code columns, etc.)

<i>Big Babies, Little Babies</i>	<u><a href="#">Pages 22-23</a></u> <b>Record student responses</b>	<u><a href="#">Pages 42-43</a></u> <b>Record student responses</b>
--------------------------------------	---	---

- Read excerpt from the text ***Big Babies, Little Babies*** (pages 22-23, 42-43) and compare text read to the students' picture walk perceptions or misconceptions about animal families.

#### **Provide options for perception – Provide visual information**

- Before showing students the video about penguins, set the purpose for viewing. Ask the students what they expect to see in the video, given the title.
- Chart student responses using the signal words **Who, What, When, Where, Why and How** (5 WH questions) on chart paper/overhead transparency/document camera/white board.
- Show students video about penguins.
- Document students' responses to 5 WH questions (e.g., What are the penguins' parents doing in the video? What did you learn about penguins? Refer to task description in unit.)

#### **Provide options for comprehension – Activate or supply background knowledge**

- Set a purpose for reading by providing students with a frame of reference (e.g., "Now we're going to read about a specific animal family--wolves).
- Read excerpt from the text ***Wolves*** starting on page 18.
- Share information obtained from the text ***Wolves*** to aid comprehension.

## **Day 2: Supporting Comprehension**

### **Task 1**

#### **Provide options for comprehension – Ensure that all students are able to process and translate content into usable knowledge**

- Set a purpose for the second viewing of the Penguin video and tell students that they will take notes on what they are watching.
- Engage students in a quick note-taking activity to **ensure** understanding of note-taking.
- Demonstrate the concept of taking a note in different ways (via sketch, key words, phrases) in response to the question, "What do you know about animal families?"
- Ask students to produce a note to demonstrate that they understand the concept (e.g., on post-its or in the booklet).
- Ask students to share their note-taking responses which will be documented on a chart, white board, etc.

## Student Notes on Animal Families

*For example, notes may include physical characteristics, parenting practices and students' interpretations.*

**Provide options for perception – Offer ways of customizing the display of information**

**Provide options for comprehension – Guide students to distinguish between relevant and irrelevant or non-important context (e.g., details)**

- Instruct students to take notes and document **key details** from the Penguin video. Frontload the meaning of and give an example of a *key detail*.
- Use color-coding and charting (on chart, transparency, document camera, white board) of the 5 **WH** questions to elicit the key details from students.
  - Examples of **WH** questions are: Who or what is this about? Where are they? What do they do? How do they do it? Why do they do it?

**Provide options for comprehension – Ensure that all students are able to process and translate content into usable knowledge**

**Before viewing the Penguin video:**

- Restate the purpose for second viewing of Penguin video and direct students to take notes of key details (on post-its or booklet, etc.).

**Provide options for perception – Effective visual information for the lesson**

**During the Penguin video:**

- Students will view Penguin video for the second time and take notes if or as needed to enhance recall and comprehension.

**Provide options for comprehension – Ensure that all learners are able to process and translate content into useable knowledge.**

- *Pause* video and conduct multiple comprehension checks by questioning students.
- Students will take at least one note after each pause.

**Provide options for expression and communication – Reduce barriers to expression by ensuring that students have alternative media for expression.**

**After the Penguin video:**

- Have students share out their notes and their observations.
- Document student responses (chart paper, white board, or other media).

**Provide options for sustaining effort and persistence – Accommodate the varying levels of challenge by providing a range of demands and resources that optimally motivate all students.**

- Divide students into needs-based groups and have them complete leveled assignments (e.g., one group of students will independently respond to the charted WH questions in their booklets, another group of students will write key words in response to the charted WH

questions, yet another group can draw pictures in response to the charted WH questions with teacher support).

**Provide options for executive functions -- Provide explicit, informative, and timely feedback that will assist learners with monitoring their progress and guiding their efforts and practices.**

- Confer with students individually and in groups and document trends and patterns in their responses.

## **Task 2**

**Provide options for language -- Clarify important vocabulary or syntax**

**Before reading the chapter entitled, “By Sea” in *Amazing Arctic Animals* refer to the activities done in Task 1 (note-taking, key details, WH questions)**

- Read the chapter aloud and clarify new or unfamiliar vocabulary (e.g., elicit student-friendly definitions and chart responses)

**Provide options for comprehension – Ensure that all students are able to process and translate content into usable knowledge**

### **During the reading:**

- Divide students into groups (Those who can read independently will read the chapter on their own and jot notes about key details to answer the WH questions listed on the color-coded chart (in their booklets). Those who are not able to read independently will have access to the chapter in a teacher-directed group and/or pre-recorded reading of the chapter (and WH questions) and then jot/draw notes about key details to answer the WH questions listed on the color-coded chart/white board.

### **After the reading:**

- Present the questions the students will be required to respond to after reading the chapter (refer to task).
- Have students share their responses with their peers (e.g., orally or graphically, think-pair-share).

## **Day 3: Supporting Comprehension**

## **Task 3**

**Provide options for comprehension – Ensure that all students are able to process and translate content into usable knowledge**

- Read pages 22-23 and 42-43 from the text *Big Babies, Little Babies* in a well-modulated voice and pause strategically at several points.
- Ask questions as outlined in the student directions, and have students record their responses (e.g., notes, sketches, drawings, sentences, etc.).
- In each instance, allow students additional opportunities to orally add or expand on their written responses (e.g., Teacher may ask, “What do you mean by that?” “Give me an example.”)
- Chart student responses.

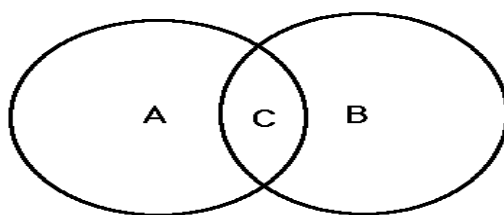
#### Task 4

**Provide options for recruiting interest – Provide choices for students to ensure engagement within tasks of the lesson.**

**Provide options for sustaining effort and persistence – Foster collaboration and community**

Create expectations for group work. Construct communities engaged in common interests. Provide prompts that will guide students.

- Divide students into groups (e.g., students who can work independently and students who require teacher assistance)
- Use a T chart or Venn diagram to develop the concept of *compare and contrast* by using the terms *same and different* using everyday examples.



**A = Penguins or *Big Babies*, *Little Babies***      **B = *Wolves***      **C = Both**

- Students will listen to the read aloud of several pages from ***Wolves***
- Students who are working independently can compare and contrast ***Wolves*** and ***Big Babies*, *Little Babies*** and record their responses.
- Students who require additional support can be guided through the use of a **T chart** or **Venn diagram** to document their understanding of same and different. They will compare and contrast the texts ***Big Babies*, *Little Babies*** and ***Wolves***.
- Students will engage in peer exchange of written or graphic representations of the concept of *compare and contrast*. Conference with students to help them self-correct and develop their critical-thinking skills.

#### **Day 4: Supporting Comprehension**

#### Task 5

**Provide options for self-regulation -- Promote expectations and beliefs that optimize motivation**

- Remind students of the internal controls and coping skills in reference to the rules that are in place for listening and viewing of videos. For example, students may refer to a checklist developed by the class community. This checklist can be displayed on a wall or on the desk of each student. The templates for the checklists can be designed in such a way that they accommodate both left and right-handed students.



**Provide options for comprehension -- Highlight patterns, critical features, big ideas and relationships**

- Provide students with a note card/sheet stating the question, **“How do alligators care for their young?”** Students may take notes (either phrases, words, or drawings) on their note cards. The question can be used to refocus their attention on the topic.

**Provide options for physical action — Provide alternatives or physically responding**

- Give students the option of writing notes during or after the video and choosing a writing medium based on their learning style (students can also choose to write or draw with pens, pencils, markers, crayons).

**Provide options for perception – Offer ways of customizing the display of information**

- Provide preferential seating for students who have visual and/or auditory challenges and may need to be in close physical proximity to the video.

**Provide options for perception – Provide visual information**

- Students will view video on alligators and record their responses on note cards/sheets previously provided. Teacher may pause video as needed to conduct multiple comprehension checks.

**Provide options for recruiting interest – Involve all participants in whole class discussions**

- Students will turn and talk and then share what they have learned about how alligators take care of their young with the larger group (either by referring to their note cards, which was optional, or recalling what they saw in the video).
- Students should revisit “picture walk” chart (from Day 1) briefly, so that accurate perceptions and misconceptions about animal families are clarified.

## ***Task 6***

**Provide options for comprehension – Provide scaffolds that connect new information to prior knowledge**

- Give students opportunities to recall and retell **how parents take care of their babies and how animal families live together** (teacher can record responses on chart paper/white board).
- List books and videos students have read and watched on chart paper (for student reference).
- Students will work in pairs to brainstorm possible topics related to animal families that they can write about and share out with class (teacher documents individual student choices).

**Provide options for language – Highlight structural relations or make them more explicit**

- Compare the elements of the sample chart (refer to student directions/task) with the elements of an informational book from the classroom library.

**Provide options for expression and communication – Compose in multiple media**

- In addition to different kinds of paper, students can use electronic media such as computers to type and illustrate the content based on their chosen topics.

**Provide options for executive functions -- Provide models or examples of the process and product of goal-setting**

- Give students a copy of the informational book checklist based on the sample chart so that they can refer to guidelines (see sample chart on informational books within task).

**Provide options for perception – Use text equivalents in the form of captions or automated speech to text (voice recognition) for spoken language**

- Students' implementation of task will be based on the medium chosen as it relates to their capacity to write (e.g., students with motor skills challenges may use a computer/keyboard). Other media chosen may include: pencil grips, tape recording students, highlighters, drawing, voice recognition technology, etc...

**Provide options for sustaining effort and persistence – Differentiate the degree of difficulty or complexity within which core activities can be completed**

- Students will create a first draft of their informational book independently or teacher-assisted.

**Provide options for executive functioning – Enhance capacity for progress monitoring, guide students through the process of self-reflection by showing them how to develop self-monitoring questions**

- Using a writing process checklist, students will engage in self assessment and reflection.
- Students will orally share the content of their informational book. Content may be written, drawn or sketched when in draft form.
- Students will use writing process checklist to guide peer review.
- Facilitate student access to Google Documents and provide meaningful feedback that students can use to complete their informational books.
- Progress monitor students' performance to date (e.g., time on task, structure and mechanics of writing and organization) by conferencing with students and/or providing feedback on post-its (sticky notes) and the use of error analysis.  
Based on progress monitoring data obtained from this process, teacher will track trends, patterns and individual needs. In doing so, she can make an informed decision as to what skills/strategies should be taught again or reinforced before students can complete final revisions of their informational books and proceed with the task as stated.
- Based on the data, revisit the differentiation process if needed and restructure the task to allow opportunities for incremental student success (e.g., rubrics within this unit may have to be reconfigured or multiple rubrics created to achieve end goal).

**Going “beyond” the tasks to stimulate interest and motivation for learning:**

**Provide options for recruiting interest – Involve all participants in whole class activities**

- In addition to writing and illustrating their individual informational books, students can create and illustrate a class book on animal families.



GRADE 2 LITERACY: TCRWP NONFICTION  
READING AND INFORMATIONAL WRITING  
APPENDIX A:  
STUDENT RESPONSE BOOKLET - READING

2<sup>nd</sup> Grade Reading Performance Assessment Aligned to the Common Core  
State Standards for Informational Reading and Writing

Name
Date
School
Class
Reading Level

#### A. Penguin Video

What is this video about? Think about the most important things you just learned. You can ask yourself questions to help you. For example, you might ask: Who or what is this about? Where are they? What do they do? How do they do it? Why do they do it? Write down the important details you remember.

## B. Amazing Arctic Animals

What is this book about? Think about the most important things you just learned. You can ask yourself questions to help you. For example, you might ask: Who or what is this about? Where are they? What do they do? How do they do it? Why do they do it? Write down what you can remember because you will use this later to write your information book.

### C. Big Babies Little Babies

Write your answers in the boxes below.

1. [After page 23]	2. [After page 43]
3. [End of the Book]	4. [Compare/Contrast with Wolves]

Use this page if you would like to jot or sketch about what you are learning.





GRADE 2 LITERACY: TCRWP NONFICTION  
READING AND INFORMATIONAL WRITING  
APPENDIX B:  
STUDENT RESPONSE BOOKLET - WRITING

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